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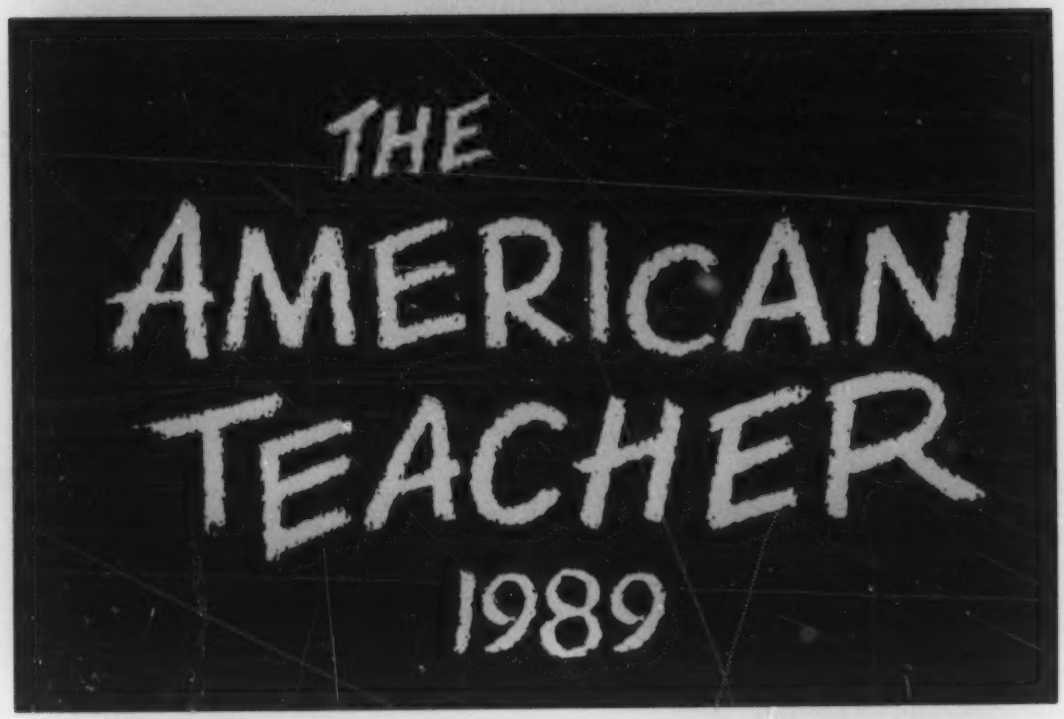
The Metropolitan Life Survey of



Preparing Schools for the 1990s

Metropolitan Life SM
AND AFFILIATED COMPANIES

THE AMERICAN TEACHER

SURVEYS IN THIS SERIES

The present report is part of a series, representing a sustained program of research that will bring teachers' opinions to the attention of the American public and policymakers.

First in the series is *The Metropolitan Life Survey of the American Teacher,* released in 1984. This is the first comprehensive report on the attitudes of elementary and secondary school teachers toward public education in the United States. It measures and analyzes teachers' attitudes about educational reform. It reveals just how much teachers themselves are open to change and are willing to be an integral part of the reform process itself.

The second in the series is *The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession.* It examines teachers' own agenda for educational reform, and reports what classroom teachers across the nation think is necessary to strengthen the teaching profession and attract and retain good teachers.

Next in the series is *The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession.* This survey explores the structure of the teaching profession, as well as ways to restructure it. The project surveys virtually every level of educational leadership across the country. It reports the views of individual teachers, of school principals and district superintendents, of state legislators, of commissioners of education, of governors' aides who deal with education, and of teacher union officers and college deans of education. The survey offers a comprehensive perspective — from the ground up — of the issues facing the teaching profession and of specific reforms that generate consensus or disagreement.

The Metropolitan Life Survey of Former Teachers in America was also released in 1986. This report is based on a survey of former teachers — the first such survey nationwide. It measures and compares the views of those who left the teaching profession to work in some other occupation.

Next in the series is *The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School.* This expands the scope of the series to include the views of parents of America's schoolchildren. As the study shows, two groups have stood united in their commitment to educating America's youth — parents and teachers. This survey is also designed to facilitate the charting of trends over time.

The 1988 contribution to the series, *The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students,* surveys the school environment, the student-teacher relationship, and the teaching and learning process. It expands the scope of the series to include the views of students in grades 4-12. An additional focus of this survey is minority teachers' satisfaction with teaching and ways to increase their participation in the teaching profession.

The series also includes several reports on individual states — two surveys of California teachers and one of New York teachers — whose questions parallel the 1984 and 1985 nationwide studies.

This year's report is *The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990s,* which looks back at the changes in education through the decade now ending, and looks ahead to the changes teachers say would improve education and help them do their jobs better. This survey examines school reforms, accountability, the teaching career, the societal problems teachers face in their classroom, and teachers' plans, hopes and level of optimism about the future.

The Metropolitan Life Survey of

THE AMERICAN TEACHER 1989

Preparing Schools for the 1990s

Conducted for
Metropolitan Life Insurance Company
by
Louis Harris and Associates, Inc.

Fieldwork:
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Project Directors:
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FOREWORD FROM METROPOLITAN LIFE

In 1984 we first asked Louis Harris and Associates to elicit from American teachers their concerns and aspirations as educators. On seven occasions the eminent survey organization has done so, and each time their work sheds light on a critical facet of American public education. Over the years, these reports have highlighted such topics as the relationships among teachers and students; developments in the teaching profession; links between home and school; the views of former teachers; the distinctive circumstances of minority teachers; and the state of schools and the social environment in which they function.

This year, the survey affords a retrospective on the years of major education reforms and, by revisiting trend data from earlier surveys, measures the impact of this important period in education. At the same time, teachers' priorities for the near-term future are examined. The report presents some possible directions schools might take during the coming decade and, in so doing, may serve as a helpful tool for all those involved in the ongoing national discussion of education.

As with each previous survey, we can only hope that this year's report will serve to support the movement to improve America's schools.

THE AMERICAN TEACHER

TRENDS ALERT: REFORMS HELP, BUT SOCIAL PROBLEMS ARE WORSENING

Questions asked in earlier years in *The Metropolitan Life Survey of the American Teacher* series, and repeated in this current survey, provide a valuable measure of the changes that have taken place in America's public schools during the 1980s.

1. *Teachers continue to believe that America's public schools provide high quality education.* As in 1984, when this series of surveys began, about equal proportions of teachers rate their schools as providing excellent (44%) or good (48%) quality education. Seven percent of teachers rate their schools as providing only fair or poor quality education. High school teachers report an improvement in quality, with 38% now rating their schools as excellent, compared with 31% in 1984.

2. *The professional status of teachers improved during the latter half of the 1980s.* Today, 48% of teachers believe they can earn a decent salary as a teacher, up from only 37% in 1984. And today 53% of teachers agree that "as a teacher I feel respected in today's society." In 1984, only 47% agreed.

Partly as a result of these improvements, two-thirds (67%) of America's public school teachers now say they would advise a young person to pursue a career in teaching — only 45% would have provided such advice in 1984.

3. *Overall, teachers are pleased with recent school reforms.* Mentor teacher programs have now been instituted in the schools of 34% of America's teachers, and are favored by 86% of teachers in schools where this reform has been implemented. Considerably fewer teachers today than 1986 worry about mentor teacher programs creating artificial and unfortunate distinctions among teachers. While less favored than mentor teacher programs, career ladder and merit-pay programs are also more acceptable and less feared than in 1986. On the whole, more teachers believe the educational reforms in their schools have had a positive (53%) or neutral (40%) effect on students and on teachers than in 1985 (43% positive and 27% neutral).

4. *However, teachers say the problems they confront in their classrooms are more prevalent than in the recent past.* More teachers now than in the earlier years of the *Metropolitan Life Survey of the American Teacher* think that students' lack of basic skills, students' absenteeism, and the number of students who drink, use drugs, and drop out of school are serious problems.

THE AMERICAN TEACHER

HIGHLIGHTS OF THE SCHOOL OF THE 1990s

This survey demonstrates both considerable progress in the 1980s and the need for further reform. There are several proposals that large majorities of teachers are willing to support.

1. *Teachers want leadership committees of principals, teachers, and students to set and enforce rules in each school.* Only 7% of teachers disagree with this proposal, and two-thirds (67%) agree strongly that every school should establish such a committee.

2. *Teachers want schools to be able to assist students and their families in alleviating social and health problems which can affect the educational process.* Fully 84% think integrated collaborative education and social services in schools "would be a smart way of keeping at-risk students from slipping through the cracks." Nine in ten teachers (90%) think schools should mobilize these community resources so that they can refer their students to them. Teachers also believe that schools should play a greater role in helping students make the transition from school to work.

3. *Teachers overwhelmingly believe that their colleagues are dedicated to their work and overwhelmingly want the few incompetents in their midst more easily removed.* More than nine of ten believe most of their fellow teachers are dedicated.

4. *Teachers think more direct experience in the classroom would improve teacher training.* They are receptive to a number of ways of achieving this, and are most receptive to a full-time, year-round, on-the-job training program for prospective teachers prior to graduation.

5. *Given the growing level of support programs, we should expect to see more mentor teacher programs in the coming years.* Of mentor teacher, career ladder, and merit-pay programs, mentor teacher programs are notably the most widespread and also the most widely accepted. This reform now seems likely to stay and to grow, while the future of career ladder and merit-pay programs remains uncertain.

6. *Teachers are optimistic about the next five years.* On each of seven broad issues, a majority of teachers believe that things will be better. They are most optimistic about the quality of teaching, the teacher-principal relationship, and educational changes. They are somewhat less optimistic about the educational performance of students, and their own professional status, working conditions, and job satisfaction.

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A PROFILE OF AMERICA'S PUBLIC SCHOOL STUDENTS IN THE 1990s

Much of what has happened in American society since World War II is connected in some way to the successive phenomena of the baby boom and the baby bust. The size and makeup of the labor force, consumer trends, housing demand, and popular culture were all shaped by these twin demographic phenomena. Similarly, the dynamics of the American public school cannot be fully understood without some understanding of these shaping demographic factors.

The post-World War II baby boom caused public school enrollment to rise rapidly during the 1950s and 1960s, reaching a peak in 1971. Between 1971 and 1984, the impact of the baby bust (lower birth rates beginning in the late 1960s) yielded decreasing enrollment. Beginning in 1985, enrollment has begun to increase once again.

The Center for Education Statistics projects continuing overall public school enrollment growth well into the 1990s, increasing by 3.3% from 39.5 million students in 1985 to 40.8 million in 1990, and growing at nearly double that rate (6.4%) in the first half of the 1990s — to 43.4 million (Table 1).

Enrollment

The post-1985 enrollment increase has been fueled to date by increases in the lower grades. Enrollment in kindergarten to grade eight rose by one million students, from 27 to 28 million, between 1985 and 1987, while enrollment in the upper grades dropped from 12.5 to 12.2 million. Kindergarten through eighth grade enrollment is expected to increase to 29.4 million next school year (fall 1990), and to 30.7 million by 1995. Secondary enrollment, expected to drop by seven percent between 1987 and 1990, is projected to grow rapidly (by 11.4%) in the early 1990s as the larger number of students entering elementary school in the 1980s begin to make their way into the upper grades.

Some of the overall impact of higher birth rates on public school enrollment has been offset by the one percent increase (from 11% to 12%) between 1977 and 1987 in the proportion of students in private schools.

Table 1
PUBLIC SCHOOL ENROLLMENT IN 1949-1995

	TOTAL	KINDERGARTEN THROUGH GRADE 8	GRADES 9-12
Fall 1949	25.1	19.4	2.2
Fall 1959	35.2	26.9	8.3
Fall 1970	45.9	32.6	13.3
Fall 1980	40.1	27.7	13.3
Fall 1985	39.5	27.0	12.5
Fall 1987	45.9	28.0	12.2
Fall 1990, projected	40.8	29.4	11.4
Fall 1995, projected	43.4	30.7	12.7

Source: U.S. Department of Education.

As described in the survey report that follows, the geographic location of students, their grade level, their income level, and their ethnicity have a very significant impact on what happens in schools and how teachers think about their schools and their careers. And, as discussed in the survey report, perhaps no other demographic variable has as large an impact as the number of poor children in a school.

Poverty Among Children and Household Composition

Poverty among children has been increasing for nearly two decades. According to the Congressional Budget Office, between 1959 and 1969 the rate of poverty among children fell from approximately 26% to 14%. This resulted in five million fewer poor children, despite a nine percent increase in the number of children in the United States. Over the next decade, the rate of poverty among children grew to 16%. Most analysts associate the increase in poverty among children in the 1970s with the increased proportion of children living in households headed by single women. In 1970, 87.2% of all American families with children under 18 were two-parent families. Only ten years later, the proportion had fallen to 78.4%, and by 1987, only 73% of all families with children had both parents in the same household.

Looked at another way, between 1970 and 1987, the proportion of households with children that are female-headed, single-parent households more than doubled, from 11.5% to 23.7% (Table 2).

Table 2
FAMILIES WITH CHILDREN UNDER 18, BY HEAD OF HOUSEHOLD

	1970	1980	1987
Two-parent	87.2%	78.4%	73.0%
One-parent	12.8%	21.6%	27.0%
Female-headed	11.5%	19.4%	23.7%
Male-headed	1.3%	2.2%	3.2%

Source: Bureau of the Census.

The proportion of children living with both parents was 85.2% in 1970, 76.7% in 1980, and only 73% by 1987. Therefore, the proportion of children living with their mother (but no father) also more than doubled, from 10.8% in 1970 to 21.3% in 1987 (Table 3). During this same period, the proportion of children under 18 living in female-headed households who lived below the poverty level increased from 53% in 1970 to 54.4% in 1986.

Table 3
CHILDREN UNDER 18, BY PRESENCE OF PARENTS IN HOUSEHOLD

	TWO-PARENTS	MOTHER ONLY	FATHER ONLY
1970	85.2%	10.8%	1.1%
1980	76.7%	18.0%	1.7%
1987	73.1%	21.3%	2.6%

Source: Bureau of the Census.

As a result, by 1987 the number of children living below the poverty level had risen to 12.4 million (up from 10.2 million in 1970 and 11.1 million in 1980 — Table 4) as the poverty rate for children reached 20% (Table 5).

Table 4
POOR CHILDREN BY ETHNICITY 1970-1987

	TOTAL		WHITE		BLACK		HISPANIC	
	RATE	# (MILLIONS)	RATE	# (MILLIONS)	RATE	# (MILLIONS)	RATE	# (MILLIONS)
1970	14.9%	10.2	10.5%	6.1	41.5%	3.9	N/A	N/A
1980	17.9%	11.1	13.4%	6.8	42.1%	3.9	33.0%	1.7
1987	20.0%	12.4	15.0%	7.5	45.1%	4.3	39.3%	2.6

Source: Bureau of the Census.

Table 5
POVERTY RATE AMONG CHILDREN 1959-1987

	RATE
1959	26%
1969	14%
1979	16%
1987	20%

Source: Bureau of the Census.

The Impact of Race

As with adults, the incidence of poverty among children is much higher among America's racial minorities. While 15% of white children live below the poverty level, 45.1% of black children and 39.3% of Hispanic children live in poverty. Among white children, less than half those living in female-headed families are poor (46.3%), while about two-thirds of black (67.1%) and Hispanic (66.7%) children living in families headed by their mother live in poverty (Table 6).

Nonetheless, because of the sheer dominance in numbers of white children, 60.7% or 7.5 million of America's poor children are white, 34.6% or 4.3 million are black, and 21.2% or 2.6 million are Hispanic (Table 4). (Many Hispanics are counted twice — as Hispanic, and as either white or black, depending on their self-identification to the Bureau of the Census).

Table 6
POVERTY AMONG CHILDREN IN FEMALE-HEADED HOUSEHOLDS BY RACE (1986)

White	46.3%
Black	67.1%
Hispanic	66.7%

Source: Bureau of the Census.

Given the different rates of poverty, the racial background of students is relevant to the future of education. According to the Census Bureau, in 1960, 86.8% of children aged 5 to 17 were white (including children of Hispanic origin), and 12.1% were black. By 1988, 80.4% of school-age children were white, 15.6% black, and 10.1% were Hispanic. This change in the racial composition of school-age children will continue into the 1990s. The Bureau of the Census projects that by 1995, the proportion of school-age children who are white will be 79.6%, black children will comprise 15.9%, and Hispanics 11.5% (Table 7).

Table 7
SCHOOL AGE CHILDREN BY ETHNICITY 1960-1995

	% WHITE	% BLACK	% HISPANIC
1960	86.8%	12.1%	DNA
1988	80.4%	15.6%	10.1%
1995	79.6%	15.9%	11.5%

Source: Bureau of the Census.

Dropouts

As a high school diploma is increasingly the absolute minimum requirement for employment in the United States, the problems associated with dropping out of school increase. At the beginning of this century, few 17-year-olds achieved a high school diploma — only 6.4% in 1900. By 1950, as a diploma became more essential, nearly three in five (59%) 17-year-olds were high school graduates. By 1960, the proportion exceeded two-thirds (69.5%), and by 1970 it exceeded three-quarters (76.9%). However, by 1980, the proportion of 17-year-olds who were graduates had dropped to 71.4%, and the current Bureau of the Census estimate of 72.9% remains below the 1970 level (Table 8).

Table 8
HIGH SCHOOL GRADUATES AS A PERCENT OF THE 17-YEAR-OLD POPULATION

1900	6.4%
1950	59.0%
1960	69.5%
1970	76.9%
1980	71.4%
1987 (estimated)	72.9%

Source: Bureau of the Census.

Locality

The size of locality (and of school district) presents a somewhat confusing picture. While in the 1986-1987 school year about one-quarter (25.9%) of all public school districts had fewer than 300 students, these districts served only 1.3% of all students. On the other hand, only 1.1% of public school districts had 25,000 or more enrolled students, but these predominantly urban districts served 27.9% of all public school children in America. In fact, these 173 larger districts served many more children (10.8 million) than did the 11,586 districts with enrollments of fewer than 2,500 students each (8.6 million). While population shifts will occur, it is clear that through the 1990s many more children will continue to be taught in America's larger, rather than smaller, school districts (Table 9).

Table 9
PUBLIC SCHOOL DISTRICTS AND ENROLLMENT, BY SIZE OF DISTRICT: 1986-1987

ENROLLMENT SIZE OF DISTRICT	SCHOOL DISTRICTS		ENROLLMENT	
	NUMBER	PERCENT	NUMBER, IN THOUSANDS	PERCENT
Total	15,713	100	38,743	100
25,000 or more	173	1.1	10,821	27.9
10,000 to 24,999	447	2.8	6,606	17.1
5,000 to 9,999	915	5.8	6,382	16.5
2,500 to 4,999	1,823	11.6	6,363	16.4
1,000 to 2,499	3,504	22.3	5,691	14.7
600 to 999	1,754	11.2	1,371	3.5
300 to 599	2,257	14.4	987	2.5
1 to 299	4,071	25.9	522	1.3
Size not reported	769	4.9	—	—

Source: U.S. Department of Education.

Conclusion

The demographic picture that emerges for America's children and its public schools is troubling. As the following survey report demonstrates, teachers believe that the problems they confront and the quality of education are worse in high schools, inner-city schools, and schools with higher proportions of lower income and minority students than in other schools. The demographic trends indicate that these are precisely the kinds of schools that will experience enrollment increases in the 1990s.

INTRODUCTION

This is the latest in a series of surveys sponsored by Metropolitan Life that focus on the opinions and experiences of the American teacher. It represents a sustained program of research designed to bring teachers' opinions to the attention of the education community and the American public.

The School of the 1990s

The Metropolitan Life Survey of The American Teacher series began in 1984. With both six years of survey results and a new decade approaching, this year's survey combines a look at the past, the present, and the future. In this survey teachers tell us:

- What changes have been implemented and how successful they have been;
- What problems they face, and how they think these problems should be addressed;
- How the teaching career has changed, and what changes they would like to see; and
- How they view the future; what they think will be better, and what may be worse.

With the wealth of data provided by the earlier surveys in this series, this report notes key trends, going as far back as 1984 in some cases.

Survey Method

This survey is based on interviews with a nationally representative sample of 2,000 teachers. All interviewing was done in May and June, 1989. Every public school teacher, from kindergarten through grade 12, had an equal chance of being drawn into the sample. A detailed survey methodology is provided in Appendix A. The survey questionnaire showing the marginal frequencies for all questions appears in Appendix B.

A Note on Reading the Tables

An asterisk (*) on a table signifies a value of less than one-half percent (0.5%). A dash (—) represents a value of zero. Percentages may not always add to 100% because of computer rounding, multiple answers from respondents, or the elimination of "no answers" from particular tables.

Public Release of Survey Findings

All Louis Harris and Associates surveys are designed to adhere to the code of standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from this survey will be released to the public, any release must stipulate that the complete report is also available, rather than simply an excerpt from the survey findings.

Project Responsibility

The director of this project at Louis Harris and Associates was Robert Leitman, Senior Vice President. He worked under the overall supervision of Humphrey Taylor, President.

Louis Harris and Associates gratefully acknowledges the contributions of many individuals to this project. Our colleagues at Metropolitan Life and Program Planners, Inc., in particular, played a key role in the design and analysis of the data. However, responsibility for the survey questions, the findings, and their interpretation rests solely with Louis Harris and Associates.

A SUMMARY OF THE FINDINGS

The annual Metropolitan Life survey of the American teacher began in 1984. This report combines baseline information from the 1984 and subsequent surveys with the current survey data to provide a picture of American public school education through the 1980s, and to project where we are heading in the 1990s.

On the whole, this survey reveals a sense among teachers that specific school reforms are increasingly acceptable, and that there has been some progress in the way schools are run, both for students and for teachers. It also shows that serious problems remain.

The societal realities confronting teachers seem more formidable to them than before, and this survey suggests that teachers would welcome greater assistance, within their schools, to address these problems.

On average, inner-city schools and schools with high proportions of lower income students and minority students appear to be the most troubled. Of these three factors, student household income* plays the strongest role. Nonetheless, the survey demonstrates great variability within all school categories. For example, about one-third of teachers in inner-city schools, minority schools, and lower income schools rate the quality of education in their schools as excellent. And teachers in schools where the quality of education is excellent tend to view everything more positively. They are more satisfied, more pleased with the impact of reforms, feel their professional lives have improved, feel their status has improved, and are more optimistic about the future.

The survey also shows a high level of willingness to engage in further reform of public education, in the areas of governance, accountability, teacher training, school-based social services, and links between education and employment.

Despite the difficulties they face, teachers are optimistic about education in the 1990s.

The Quality of Education

Most teachers give high marks to the quality of education in their schools. Teachers rate the quality of education in their schools as either excellent (44%) or pretty good (48%). While these ratings are high and virtually unchanged from the first Metropolitan Life survey in 1984, there are dramatic differences among groups in the sample:

- Fifty percent of elementary school teachers rate their schools as excellent vs. 38% of high school teachers.
- Fifty-five percent of teachers in suburban schools rate them as excellent vs. 34% of inner-city school teachers.
- Forty-nine percent of teachers in schools with few or no minority students rate them as excellent vs. 29% with all or many minority students.
- Sixty-five percent of teachers in schools with few or no lower income students think their schools provide excellent quality education vs. 31% in schools with all or many lower income students.

*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community". Clearly, this is only a somewhat crude estimate.

One factor common to schools rated as excellent is the sense that their schools provide opportunities for assistance from their colleagues:

- While 45% of all teachers say their schools are better than they were three years ago in utilizing "team teaching," 49% of teachers in "excellent schools" say their schools have improved in this regard.
- Thirty-seven percent of all teachers and 44% of teachers in "excellent" schools say their schools are now better at having teachers observe and advise each other.
- Forty-one percent of all teachers, including 46% of those in "excellent schools," say their schools have more structured and organized time for teachers to talk with colleagues about professional matters.

School Reforms

Among the school reforms of the latter part of the 1980s were several designed both to improve the quality of education and to enhance the teaching career.

Of these reforms, mentor teacher programs are both the most widespread and the most widely accepted. Career ladders are also favored by a majority of teachers who are affected.

One-third (34%) of America's public school teachers teach in schools with mentor teacher programs — and 86% of these teachers favor these programs, with only 12% opposing them.

Career ladder programs are in the schools of 24% of teachers and are favored by 55% of teachers.

Merit pay systems remain scarce — in the schools of only 5% of teachers, and favored by only 41% of teachers in these schools.

While each of these reforms is more widely favored than in 1986, it seems likely that mentor teacher programs will be more widely used throughout the country in the 1990s. The future of career ladder and merit pay programs remains uncertain.

School-Based Leadership Committees Are Strongly Endorsed

Because of overwhelming support among teachers, another school reform we can expect to see in the 1990s is the creation of school-based leadership committees.

More than two-thirds (67%) of teachers agree strongly, 26% agree somewhat, and only 7% disagree that "every school should establish a leadership committee of principals, teachers, and students to set and enforce rules."

Teachers continue to feel very strongly about the need to reduce administrative burdens.

Nearly two-thirds (64%) of teachers say their schools are *worse* than they were three years ago at "reducing the time teachers need to spend on administrative tasks," and only 23% say their schools are now better.

The Professional Status of the Teacher

On the whole, teachers report that their professional status has improved. However, the data suggest that further improvement is needed.

Teachers still love to teach. Fully 81% agree strongly with the statement, "I love to teach," and another 16% agree somewhat — only 2% disagree.

More teachers now feel more positively about their salary and the respect they get as teachers than when this series of surveys began. In 1984, 37% of teachers felt they could earn a decent salary as a teacher — today 48% of teachers believe this. In 1984, 47% said that as teachers they felt respected — today, 53% feel this way.

While this progress is real — our survey confirms that teachers' salaries continue to increase — it also confirms that 53% of teachers still do not believe they can earn a decent salary in their chosen profession, and 46% of teachers do not feel respected in today's society.

Thus, despite loving the act of teaching, one-third (33%) of America's public school teachers say they would not advise a young person to pursue a career in teaching. With virtually every expert proclaiming that the 1990s will be characterized by a teacher shortage, public education is still faced with a substantial percentage of its representatives (and an even larger percentage of its more experienced representatives) who are not encouraging people to enter the teaching profession.

One encouraging note is that teachers in higher quality schools are more likely than teachers in lesser quality schools to feel respected, to believe they can earn a decent salary as a teacher (somewhat independently of their actual salaries), and to be willing to advise young people to become teachers. If successful school reforms continue through the 1990s, more teachers may be willing to act as ambassadors for the profession.

Accountability

As we will describe in more detail shortly, *teachers believe that the societal problems they confront in today's schools are even more serious than they were earlier in the decade.* This leaves them with some ambivalence about both teachers and principals having full responsibility for the school and the classroom.

While 60% agree (20% agree strongly) that "ultimately the principal should be held accountable for everything that happens to the children in his or her school," 40% disagree.

Similarly, 61% agree (13% agree strongly) that "ultimately, the teacher should be held accountable for the academic success or failure of the children in his or her class," and 38% disagree.

While teachers are not now fully convinced that assigning full accountability to principals or teachers is appropriate, they are intolerant of incompetence among their colleagues and administrators.

Fully 93% of teachers (including 53% who strongly agree) say that "most of my fellow teachers are dedicated to their work."

There is overwhelming support for new policies which would make it easier to remove fully incompetent teachers and administrators. Fully 95% say "making it easier for incompetent teachers to be removed" would help to attract and retain good teachers — 73% say it would help a lot.

Similarly, 96% say "making it easier for incompetent administrators to be removed" would help — again, 73% say it would help a lot.

Teachers Confront Worsening Societal Problems

Teachers believe that they are facing a worsening of the problems presented by their students.

- In 1985, 28% of elementary school teachers thought student absenteeism was a serious problem — today, 38% think it is serious.
- Last year, 47% of all teachers thought student absenteeism a serious problem — 53% now think it serious.
- Last year, 66% of teachers thought the number of students who lack basic skills was a serious problem; this year, 71% think it is a serious problem.
- The dropout problem is considered a serious problem by 53% of upper grade (grades 7-12) teachers today, compared to only 40% in 1985.
- Concern for the number of students who drink in grades 7-12 has increased from 66% in 1985 to 81% who see it as a serious problem today.
- And 70% of upper grade teachers now define the number of students using drugs as a serious problem, up from 58% in 1985.

The Changes Teachers Want

These increases in the social problems teachers confront are reflected in the changes they would like to see — increased funding, particularly for social workers, family services, and guidance counselors.

More than three-fourths (77%) of teachers think that overall government funding for education in their school is insufficient.

When asked which two services they would most like to see have added funding in their school, 40% said social workers and family services (including 50% of teachers in inner-city schools), and 31% said guidance counselors. Two educational programs, one for high-achieving students, and one for low-achieving students were named by about one-third of teachers: remedial programs (32%), and gifted and talented programs (30%). Twenty-three percent of teachers would like to see more funding for job training (including 39% of high school teachers). Teachers named better job opportunities (33%), less drug and alcohol abuse (29%), and more after-school activities (29%) as the changes in their school's community that would have the most beneficial effect on education in their school. Better health care and less crime were each named by only 4% of teachers.

Throughout the survey there is confirmation that teachers want the school to be a place where the full range of the community's education, health, and social services can be used to help students and their families.

- Only 28% of teachers feel that schools shouldn't have responsibility for integrated social services and should focus on academics and not social services.
- Eighty-four percent of teachers think integrated, collaborative education and social services in schools "would be a smart way of keeping at-risk students from slipping through the cracks."

And 90% of teachers think schools should mobilize these resources so that they can refer their students to them.

Teachers also believe that schools should play a greater role in helping students make the transition from school to work.

Nearly three of four teachers (72%) think providing more direct links from schools to job training and jobs would help a lot, and another 26% think it would help some — only 2% think it wouldn't help.

Nearly two of three teachers (64%) think bringing working people into schools to discuss their careers with students would help a lot, and another 34% think it would help some — again, only 2% think it wouldn't help.

Looking to the 1990s, teachers anticipate a worsening of the social problems they confront in the classroom, and hope for a broadening of the social services they can bring to bear through the schools. If teachers have any influence in these matters, their strong support for making schools a center of the community's social services will be translated in a number of different forms in the 1990s.

The Future

Teachers are optimistic about the future. On the whole, teachers' experience with recent educational reforms in their schools has been positive or neutral, and they anticipate more progress.

More than half of America's teachers (53%) say overall reform has had a positive effect on students, 40% say not much effect, and only 6% say a negative effect.

They are somewhat less pleased with the overall impact of reform on teachers, with 43% calling it positive, 27% neutral, and 29% saying reform has had an overall negative effect on teachers.

Looking ahead five years, teachers are optimistic:

- Four of five (80%) are optimistic that the quality of teaching will be better.
- Seventy-six percent think the principal-teacher relationship will be better.
- Sixty-nine percent say educational changes will be better.
- Sixty-four percent think the educational performance of students will be better.
- Sixty-one percent think their professional status will improve.
- Sixty-one percent think their working conditions will improve.
- Fifty-seven percent think teachers will be more satisfied with their job.

PART I: TEACHERS' ASSESSMENT OF EDUCATIONAL CHANGES IN THE 1980s

CHAPTER 1: THE QUALITY OF EDUCATION AND TEACHING

As in 1984, teachers overwhelmingly rate the quality of education in their schools as either excellent (44%) or good (48%). Only 7% gave their schools an only fair rating, and less than one-half of one percent (7 respondents out of 2,000) say the quality of education in their schools is poor (Table 1-1).

While these ratings are high and virtually unchanged from the first Metropolitan Life survey of the American teacher in 1984, how teachers rate the quality of education in their schools is dramatically different for different school levels and locations, and for schools with students of different ethnicity and income levels.

While there has been improvement in how teachers in high schools rate their schools' quality — 31% rated their schools as excellent in 1984, 38% do now — more teachers in the lower grades than the upper grades consider their schools to be excellent. Half (50%) of elementary school teachers believe their schools provide excellent quality education. This is true for only 39% of junior high or middle school teachers and 38% of high school teachers. While only 5% of elementary school teachers think their schools provide an only fair education, 11% of high school teachers think this is the case (Table 1-2).

School location has an even more dramatic impact. Teachers in suburban schools are the most pleased with the quality of education in their schools — 55% rate it as excellent, 41% as good, and a mere 4% as only fair. In stark contrast, only 34% of teachers in inner city schools consider their schools to be excellent, 48% good, 16% fair, and 2% say their schools offer poor quality education. Inner city teachers rate their schools' quality of education as fair or poor (18%) at four and one-half rimes the rate of suburban school teachers (4%) (Table 1-3).

The ratings of teachers in urban and small town schools match those of the total sample almost exactly. Teachers in rural areas provide fewer excellent ratings (38%) than all but the inner city teachers, and more good ratings (56%) than teachers in any other location.

The class and race of the students in a teacher's school is highly associated with teachers' evaluation of their schools' quality. Only 29% of teachers with all or many of the students in their school coming from minority families think their school provides excellent quality education, and 16% think their school is only fair or poor. In contrast, about half of teachers in schools with some, few, or no minority students give their schools an excellent rating, and far fewer (6% with some minority students and 4% with few or no minority students) rate their schools as only fair or poor. The differences are even more pronounced when student income is examined. Nearly two-thirds (65%) of teachers in schools with few or no lower income students (defined as students whose family income is below the community average) say their schools provide excellent quality education, and only 2% say their schools are only fair. Only 31% of teachers in schools where all or many students are from lower income families rate their schools as excellent, and 13% rate them as only fair or poor (Table 1-4).

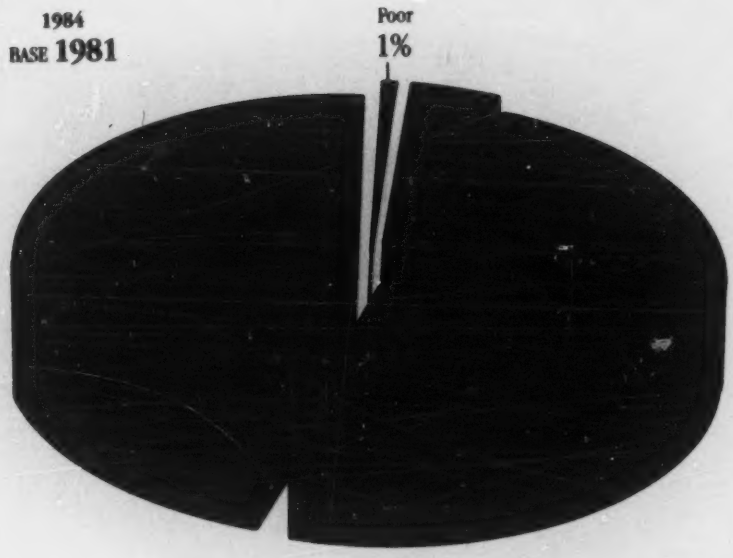
OBSERVATION: While it is obvious that school location and the race and income-level of students are correlated, there is substantial variation within each group. Many teachers who consider their schools to be only fair or poor are in nonurban settings and have few or no lower income or minority students. And many inner-city schools, and schools with mostly lower income and minority students are considered to be excellent by their teachers.

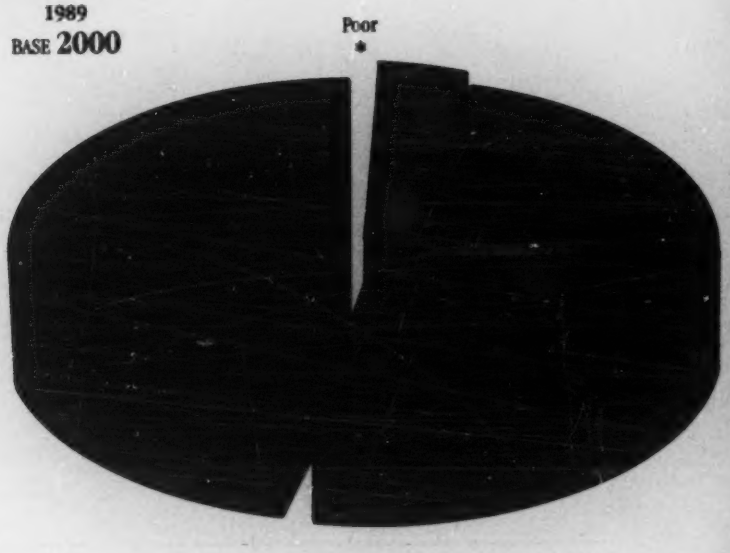
Specifically, fully 30% of the teachers who rate their schools as fair or poor have only a few or no minority students, and 76% of the teachers who rate their schools as fair or poor teach in ***other than*** inner-city schools. And about one-third of teachers in inner-city schools (34%), schools with all or many minority students (29%), and all or many lower income students (31%) rate their schools as excellent.

Student income appears to be a factor affecting the quality of education that cuts across race and school location. Nearly three-quarters (71%) of teachers who rate their schools as fair or poor teach in schools where all or many of their students are from lower income families. And less than 5% of the teachers who consider the quality of education in their schools to be only fair or poor have few or no lower income students.

Table 1-1 *The Quality of Education 1984 and 1988*

QUESTION: **Thinking about the public schools in which you teach, how would you rate the quality of education in your school -- excellent, good, only fair or poor?**

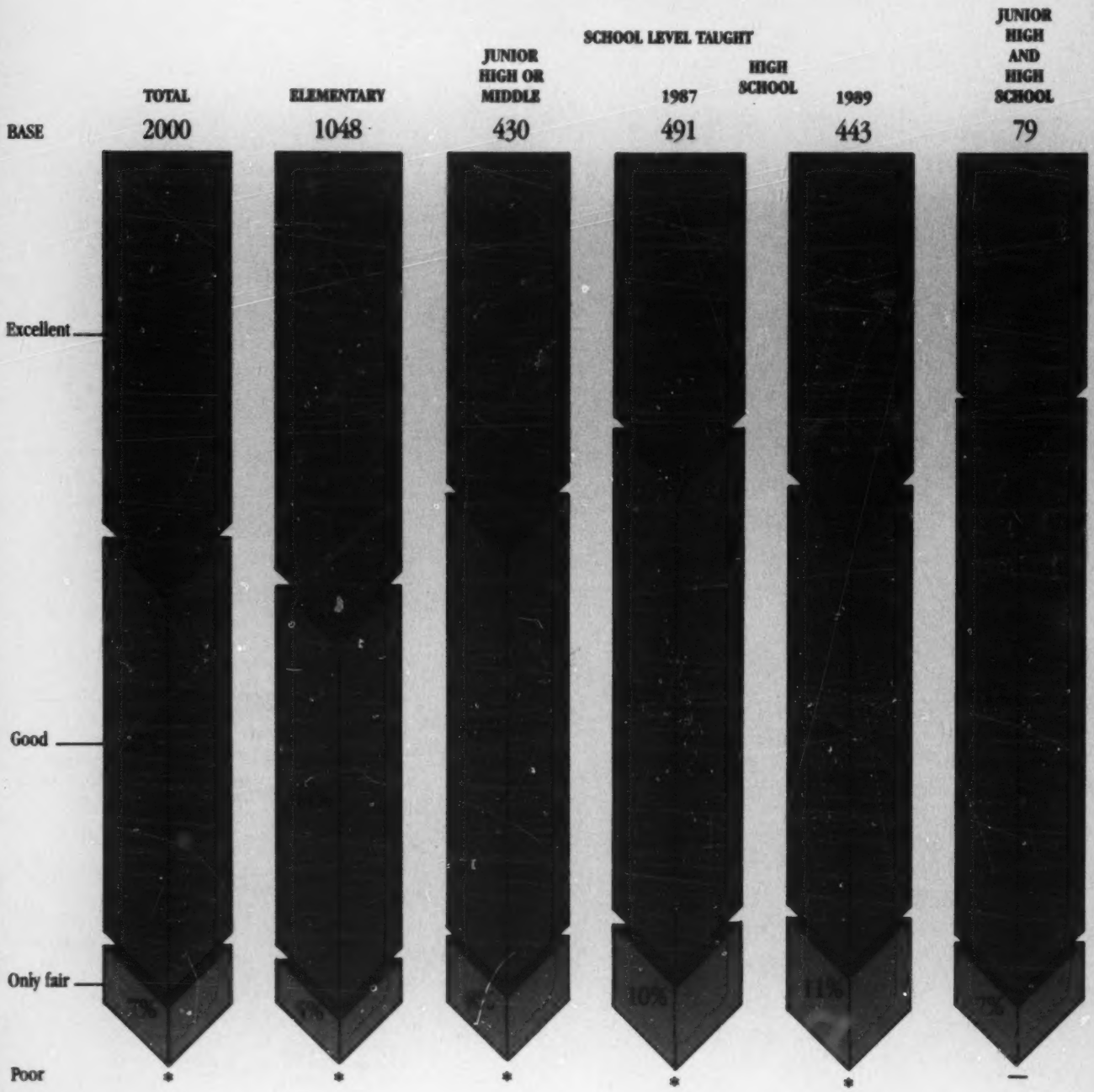




*Less than 0.5%.

Table 1-2 *The Quality of Education By School Level*

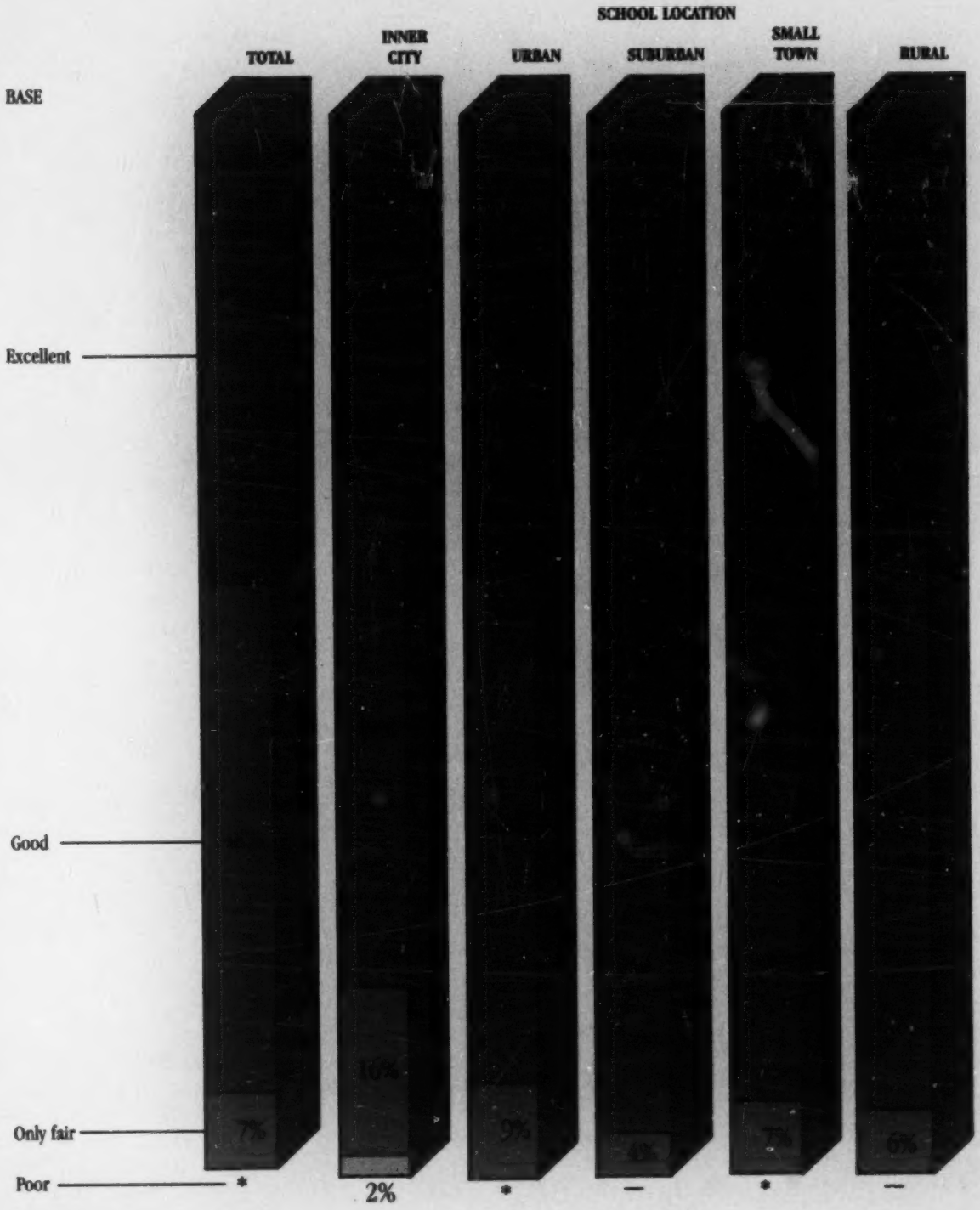
QUESTION: Thinking about the public school in which you teach, how would you rate the quality of education in your school – excellent, good, only fair or poor?



*Less than 0.5%.

Table 1-3 *The Quality of Education By School Location*

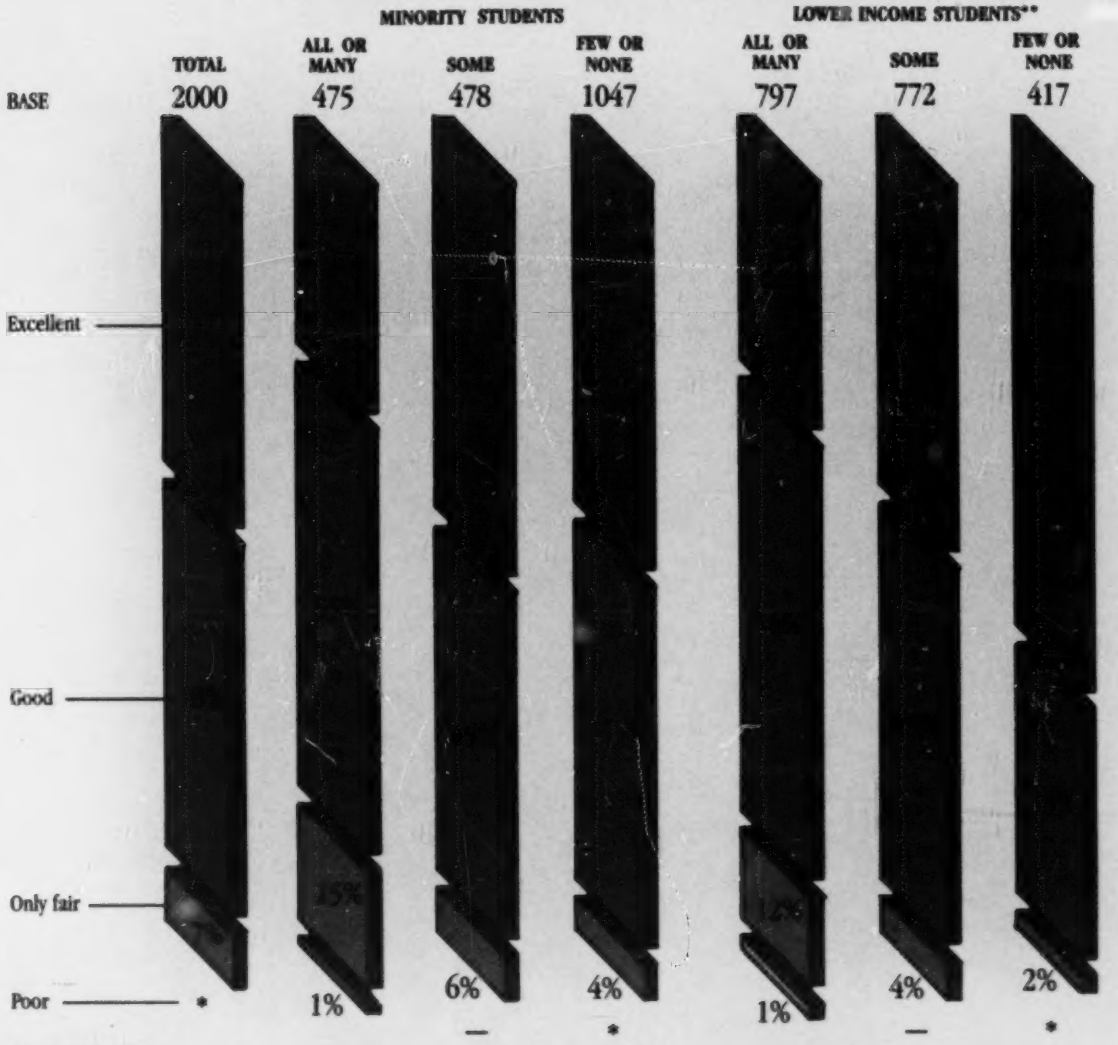
QUESTION: **Thinking about the public schools in which you teach, how would you rate the quality of education in your school -- excellent, good, only fair or poor?**



*Less than 0.5%.

Table 1-4 *The Quality of Education by Students' Ethnicity and Income*

QUESTION: **Thinking about the public school in which you teach, how would you rate the quality of education in your school – excellent, good, only fair or poor?**



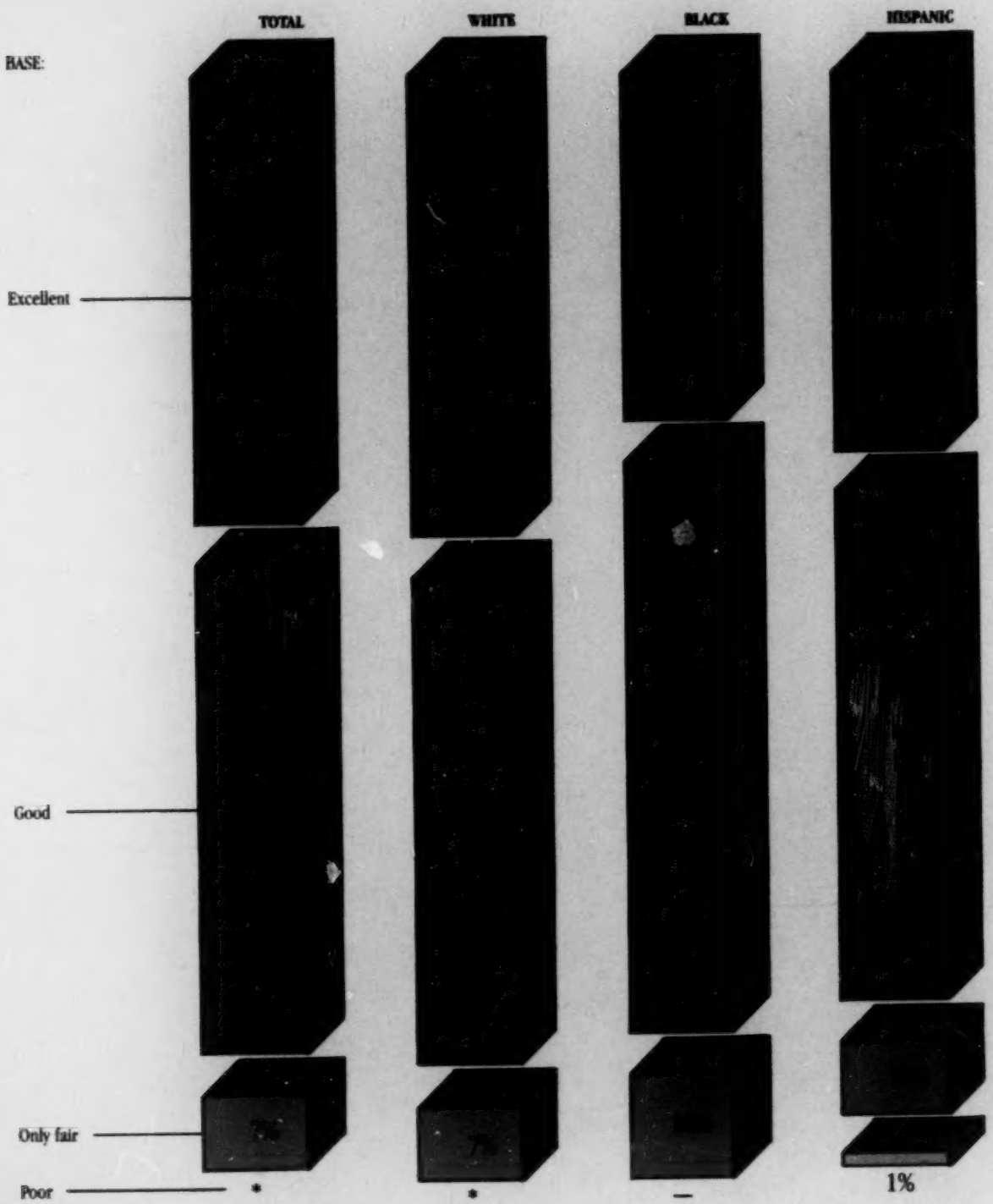
*Less than 0.5%.

**Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Fewer black (34%) and Hispanic teachers (37%) consider their schools to be of excellent quality than do white teachers (45%) (Table 1-5). This is associated with the greater concentration of minority teachers in inner-city schools and schools serving higher proportions of lower income and minority students. While only 8% of white teachers teach in inner-city schools, 32% of black and 18% of Hispanic teachers do (Table 1-6). Thirty-nine percent of white teachers teach in schools with all or many lower income students, compared with 57% of black and 51% of Hispanic teachers. And only 21% of white teachers work in schools with all or many minority students, compared with 57% of black and 45% of Hispanic teachers (Table 1-7).

Table 1-5 *The Quality of Education by Teacher Ethnicity*

QUESTION: **Thinking about the public school in which you teach, how would you rate the quality of education in your school – excellent, good, only fair, or poor?**



*Less than 0.5%.

Table 1-6 *Minority Teachers are Concentrated in Inner-City Schools*

QUESTION: **Is the area where your school is located considered inner city, urban, suburban, small town, or rural?**

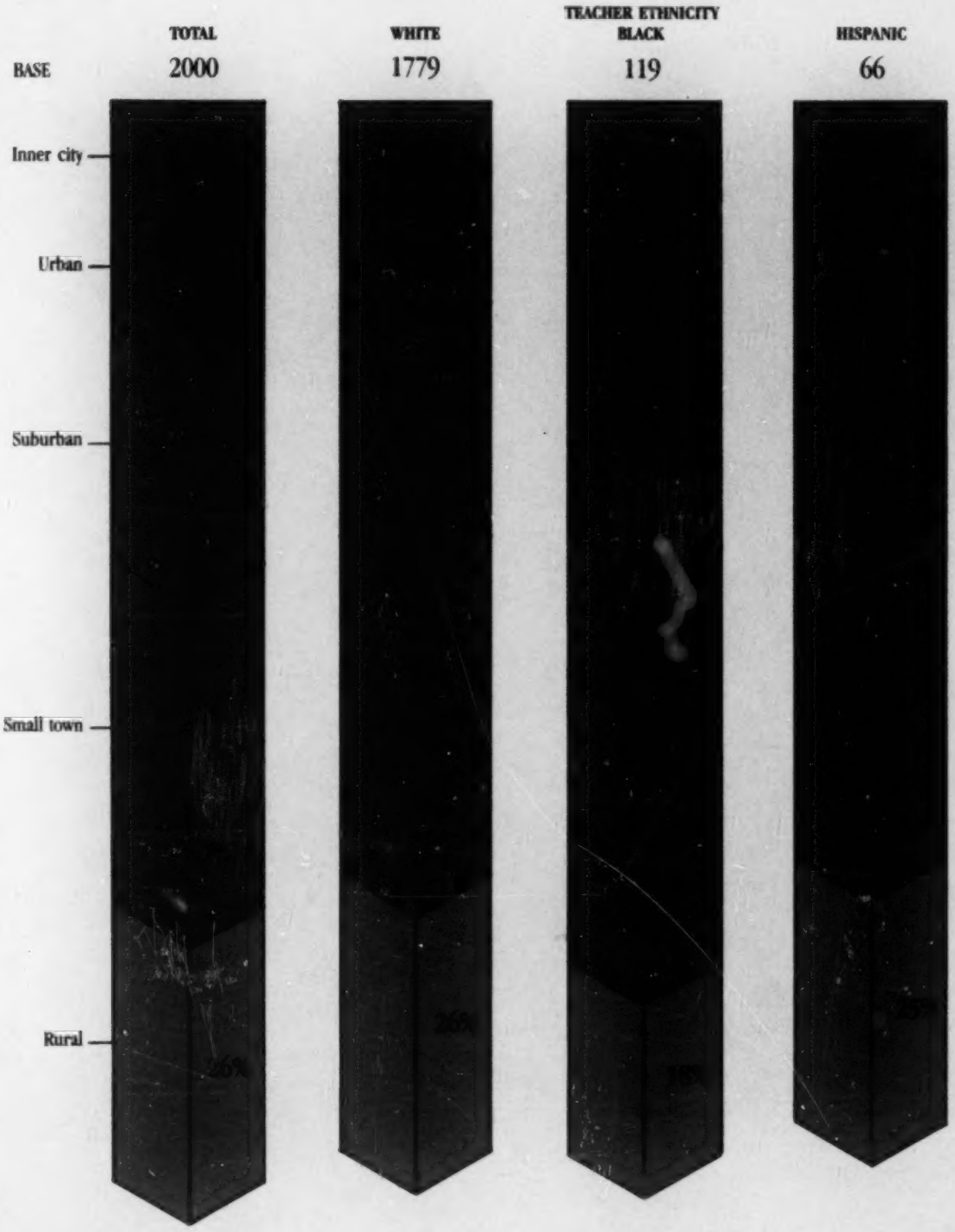
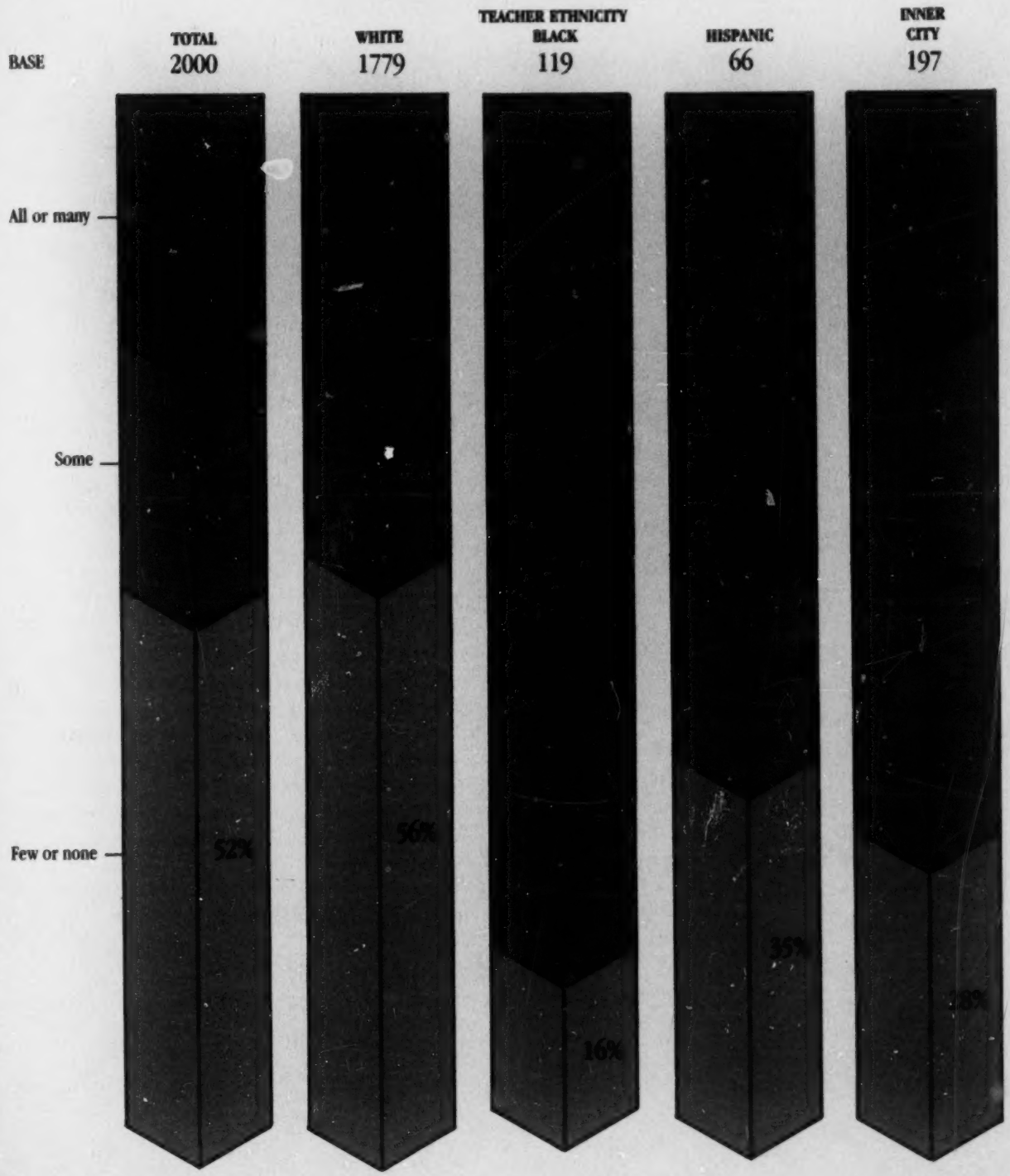


Table 1-7 *Minority Teachers are Concentrated in Schools with Many Minority Students*

QUESTION: **How many students in your school are from minority families – all of them, many of them, some of them, only a few, or none?**



A Proxy Definition of Quality

Teachers have provided a definition of quality through their answers to questions in this survey. One characteristic of a quality school is improvement. For example, on five aspects of their schools (three measures of collegial activity, one of class size, and one on reduced teacher time spent on administrative tasks), teachers in excellent schools are far more likely to say their schools are better than three years ago, and teachers in schools they consider only fair are far more likely to say their schools are now worse. On each of these measures, there are differences between excellent, good, and fair schools, with better schools consistently improving and lesser quality schools consistently likelier to be getting worse. These questions are among the few in the survey where excellent schools and good schools are differentiated from each other by teacher responses. Teachers in schools they rate as excellent are also likelier to think the school reforms which have been implemented at their schools — such as career ladders, mentor teachers, and merit pay programs — have resulted in improvements for students and teachers. Overall, teachers who say the quality of education in their schools is excellent describe their schools as being better managed, and better than they were three years ago.

Quality of education is also associated with a series of public school problems. Student absenteeism, overcrowded classes, students who lack basic skills, students left on their own after school, dropouts, teenage pregnancies, and drinking and drug abuse are all more serious problems in lesser quality schools, and less serious problems in schools teachers rate as excellent.

As we will also see throughout this report, teachers' views of the quality of education in their schools permeates how they feel about most everything associated with their professional lives, including their job satisfaction, their optimism about the future, their views of educational reforms, and their views of their professional status.

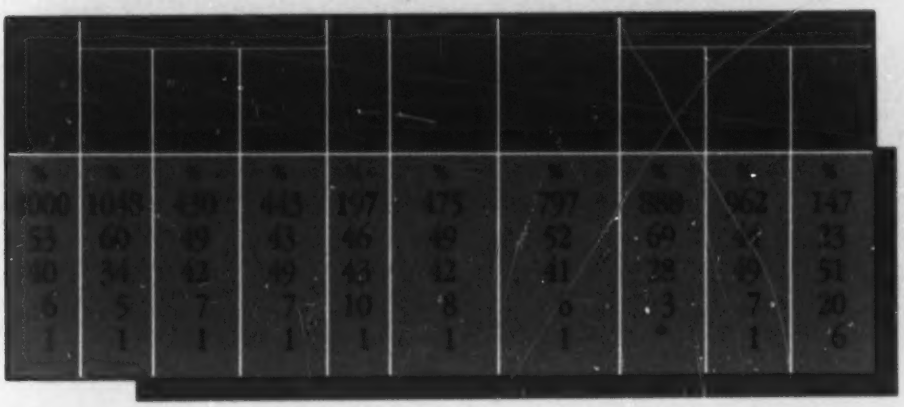
Teachers Believe Most of Their Colleagues Are Dedicated

Teachers overwhelmingly agree (93%, including 53% who agree strongly) that "most of my fellow teachers are dedicated to their work" — only 7% disagree. There is some distinction among teachers regarding whether they agree strongly or not, which is related to school level (60% of elementary school teachers vs. 43% of high school teachers agree strongly) and school location (only 46% of inner-city teachers agree strongly), but disagreement remains scarce. However, teachers in schools providing different quality education view their colleagues' dedication very differently. While 69% of teachers in excellent schools agree strongly and only 3% disagree, only 23% of teachers in schools where the quality of education is only fair or poor strongly agree that most of their fellow teachers are dedicated to their work, and fully 26% disagree (Table 1-8).

OBSERVATION: Teachers believe they make a difference. Those in excellent schools strongly agree that most of their colleagues are dedicated to their work at *three times* the rate of teachers in schools where the quality of education is fair or poor. This distinction cannot be accounted for by any other factor. And the percentage disagreeing (those who believe most of their colleagues are not dedicated to their work) is between two and four times as high in fair or poor schools as it is for teachers in high schools, inner-city schools, and schools with high proportions of minority and lower income students.

Table 1-8 *Teachers Think Their Colleagues Are Dedicated*

QUESTION: **I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools... Most of my fellow teachers are dedicated to their work.**



BASE	%	%	%	%	%	%	%	%	%	%
	1000	1048	430	443	197	475	797	888	962	147
Agree strongly	53	60	49	43	46	49	52	69	47	23
Agree somewhat	40	34	42	49	43	42	41	28	49	51
Disagree strongly	6	5	7	7	10	8	6	3	7	20
Disagree somewhat	1	1	1	1	1	1	1	*	1	6

*Less than 0.5%.

**Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Teachers Are Most Optimistic About The Quality of Teaching

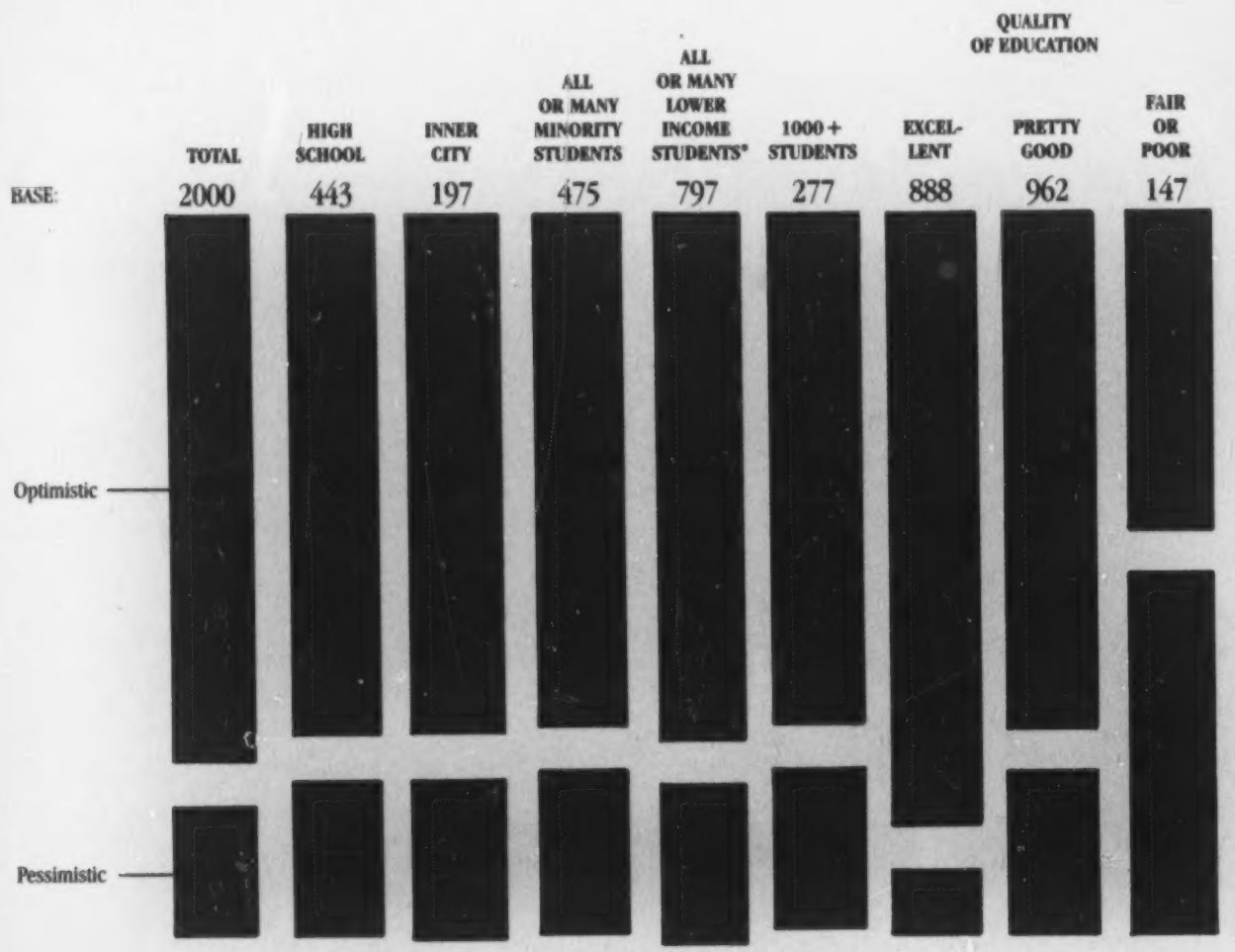
Fully four of five teachers (80%) are optimistic that the quality of teaching in their school will be better five years from now. No fewer than 75% of teachers in any school level, school location, school size, or ethnic or income mix of students are optimistic about the quality of teaching. Even in those categories of schools which are generally most troubled, the proportions are high. Fully 76% of high school teachers, 76% of teachers in inner-city schools, 75% in schools with all or many minority students, 77% in schools with all or many lower income students, and 75% in schools with 1,000 or more students are optimistic that the quality of teaching in their schools will be better in five years (Table 1-9).

Nevertheless, the way teachers rate the quality of education in their schools today and their optimism about the quality of teaching in their school five years from now are closely related. Virtually twice as many teachers in schools they consider excellent today (90%) than in schools rated fair or poor today (46%) think the quality of teaching in their schools will be better five years from now.

OBSERVATION: **Teachers were asked whether they are optimistic or pessimistic about seven broad educational areas: Of the seven issue areas asked about, more teachers are optimistic about the quality of teaching than any other.**

Table 1-9 *Teachers Are Optimistic About the Quality of Teaching*

QUESTION: **On the whole, are you optimistic or pessimistic that... The quality of teaching in your school... will be better five years from now?**



*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

CHAPTER 2: THE PROFESSIONAL STATUS OF TEACHERS

Teachers continue to feel they lack respect and adequate financial support, but there is a definite improvement in teachers' professional status since the initial Metropolitan Life teachers' survey of 1984.

Teachers still love to teach — 81% agree strongly, another 16% agree somewhat, and only 2% disagree. This truism holds relatively constant across school level, school location, and ethnicity and income of students. What does make a difference is the quality of education in the school. Fully 87% of teachers in schools where the quality of education is excellent strongly agree that they love to teach, compared with only 60% of teachers where the quality of education is fair or poor — 11% of teachers in these schools do not love to teach (Table 2-1).

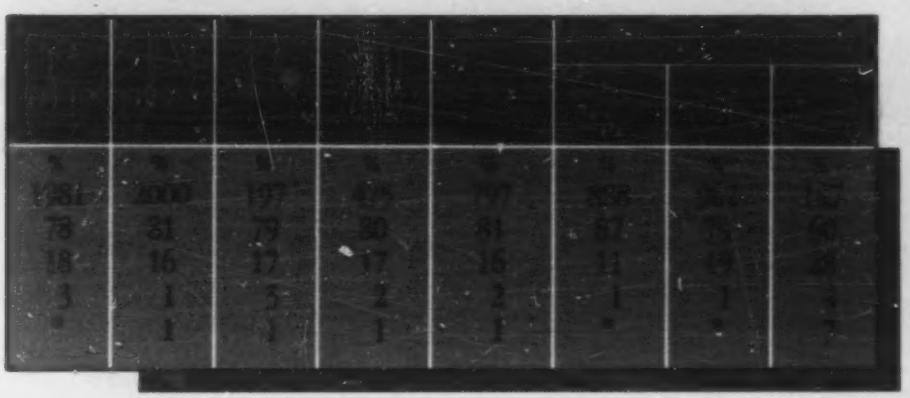
Respect and Salary

Two critical factors associated with the professional status of teachers — whether or not they feel respected and their ability to earn a decent salary — have shown some improvement in the mid- to late 1980s. In 1984, 47% of teachers agreed with the statement, "As a teacher I feel respected in today's society." In 1989, 53% agree. Further, in 1984, 21% *strongly* disagreed; today, 17% strongly disagree.

Fewer teachers in inner-city schools (43%) and schools with high proportions of minority (45%) and lower income students (48%) feel respected. Fully sixty percent of teachers in schools they rate as excellent feel respected, compared with only 34% in schools they rate as only fair. While only 13% of teachers in excellent schools disagree strongly with the statement, "As a teacher, I feel respected in today's society," more than one-third (35%) of teachers in fair or poor schools disagree strongly (Table 2-2).

Table 2-1 *Teachers Love to Teach*

QUESTION: **I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools... I love to teach.**



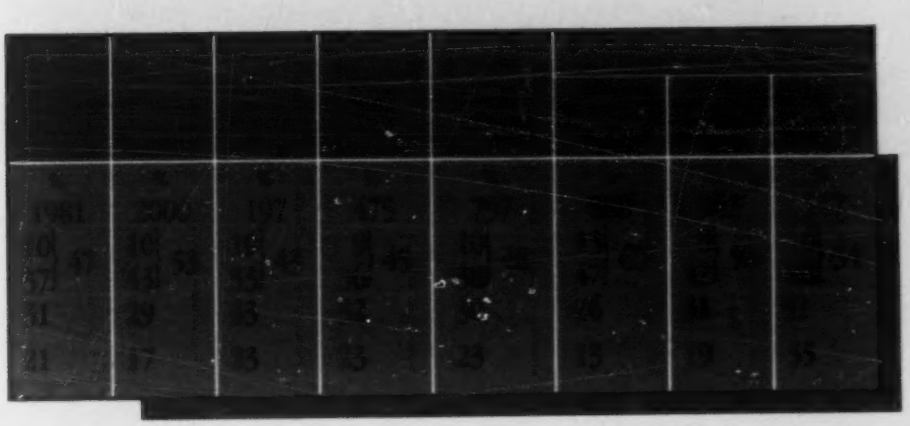
BASE	1581	1000	197	415	277	288	253	157
Agree strongly	78	81	79	80	81	87	75	60
Agree somewhat	18	16	17	17	16	11	19	28
Disagree strongly	3	1	3	2	2	1	1	3
Disagree somewhat	*	1	1	1	1	*	*	7

*Less than 0.5%.

**Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Table 2-2 *Do Teachers Feel Respected?*

QUESTION: **I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools... As a teacher, I feel respected in today's society.**



BASE

Agree strongly

Agree somewhat

Disagree strongly

Disagree somewhat

*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

There has been an even more substantial shift in how teachers feel about their salary. In 1984, 37% of teachers felt they could earn a decent salary as a teacher — today 48% of teachers believe this. Two facts need to be emphasized: fewer than half of America's teachers believe they can earn a decent salary, and the improvement in only five years in how teachers feel about their salary is substantial.

In 1984, 37% of teachers strongly disagreed with the statement, "My job allows me the opportunity to earn a decent salary" — today only 28% strongly disagree. Not surprisingly, teachers' response to this question correlates strongly with their current salary. While less than one-third (32%) earning $20,000 or less agree that they can earn a decent salary as a teacher, nearly two-thirds (66%) of those earning more than $40,000 agree. It is also important to note that beginning at $30,001, the proportion of teachers who disagree strongly is substantially lower than it was for all teachers in 1984 (Table 2-3).

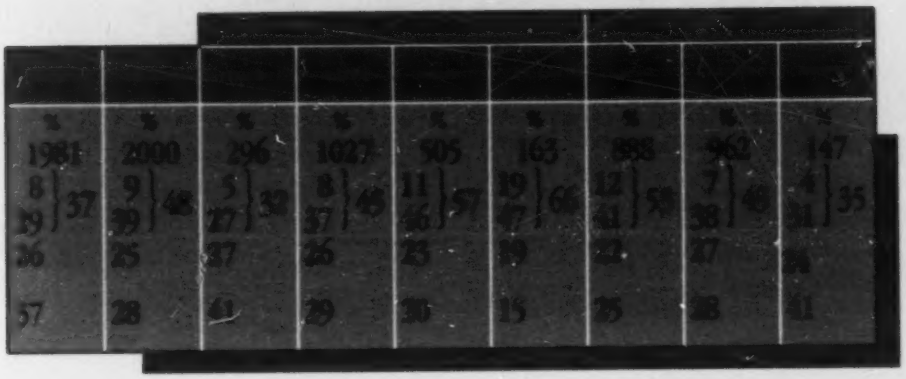
What is surprising is that teachers' views about their ability to earn a decent salary also correspond with their evaluation of the quality of education at their schools. While 53% of teachers in excellent schools believe they can earn a decent salary as a teacher, only 35% of teachers at fair or poor schools feel this way. Perhaps most compelling is the fact that 41% of teachers in fair or poor schools disagree *strongly* with the statement, "My job allows me the opportunity to earn a decent salary."

Actual salary does not explain this phenomenon. In fact, the proportion of teachers earning more than $30,000 in fair or poor schools (37%) is marginally higher than in excellent schools (36%).

OBSERVATION: **It may be that teachers working in schools they consider to be offering lower quality education simply believe that a teacher's salary cannot adequately compensate for the working conditions they confront. The results of this survey suggest that working in a poorly functioning school can be demoralizing.**

Table 2-3 *Teachers' Attitudes About Their Ability to Earn a Decent Salary*

QUESTION: **I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools... My job allows me the opportunity to earn a decent salary.**



BASE	1981	2000	296	1027	505	163	888	962	147
Agree strongly	8	9	5	8	11	19	12	7	4
Agree somewhat	29	39	27	37	46	47	41	38	31
Disagree somewhat	26	25	37	26	25	19	24	27	26
Disagree strongly	37	28	31	29	18	15	23	28	39

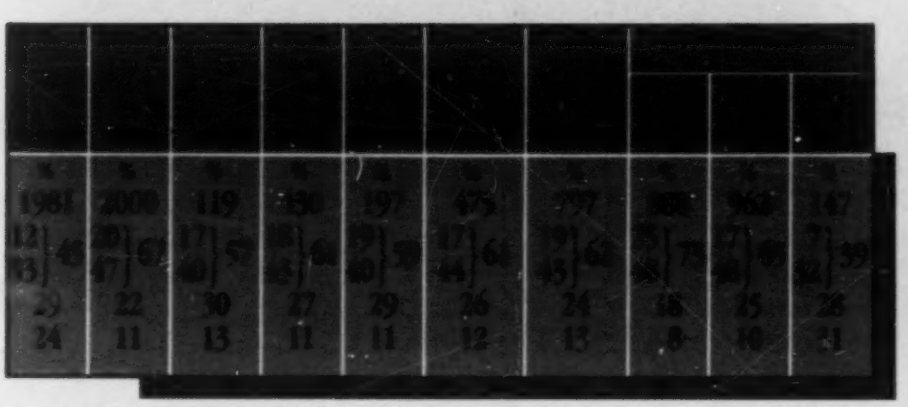
Would They Advise a Teaching Career?

It appears that improvements in the latter half of the 1980s in salary and respect for teachers have played a role in teachers' willingness to advise a young person to pursue a career in teaching. In 1984, only 45% of teachers said they would advise a young person to pursue a career in teaching — today, two-thirds (67%) say they would. In 1984, 24% were in strong disagreement with giving such advice -- today, only 11% disagree strongly. This is a substantial shift in attitude in only half a decade. Black teachers are, as discussed in Chapter 9, less satisfied with teaching as a career and more likely to leave teaching than are other teachers. While 67% of all teachers say they would advise a young person to become a teacher, only 57% of black teachers say they would do so (Table 2-4).

While teacher agreement with the statement, "I would advise a young person to pursue a career in teaching," shows modest variation across school level, school location, and ethnicity and income level of students, the perceived quality of education in a school is strongly associated with teachers' willingness to advise young people to pursue a teaching career. Nearly three-quarters (73%) of teachers in schools they consider excellent would advise young people to become teachers, compared with only 39% of teachers in schools they rate as only fair. Even more compelling is the strength of disagreement expressed by teachers in poorer functioning schools. Fully 31% of teachers in schools offering only fair or poor quality education strongly disagree with advising young people to become teachers. This is nearly four times the rate of teachers in excellent schools (8%) who feel this way (Table 2-4).

Table 2-4 *Teachers' Attitudes About Advising Young People to Teach*

QUESTION: **I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools... I would advise a young person to pursue a career in teaching.**



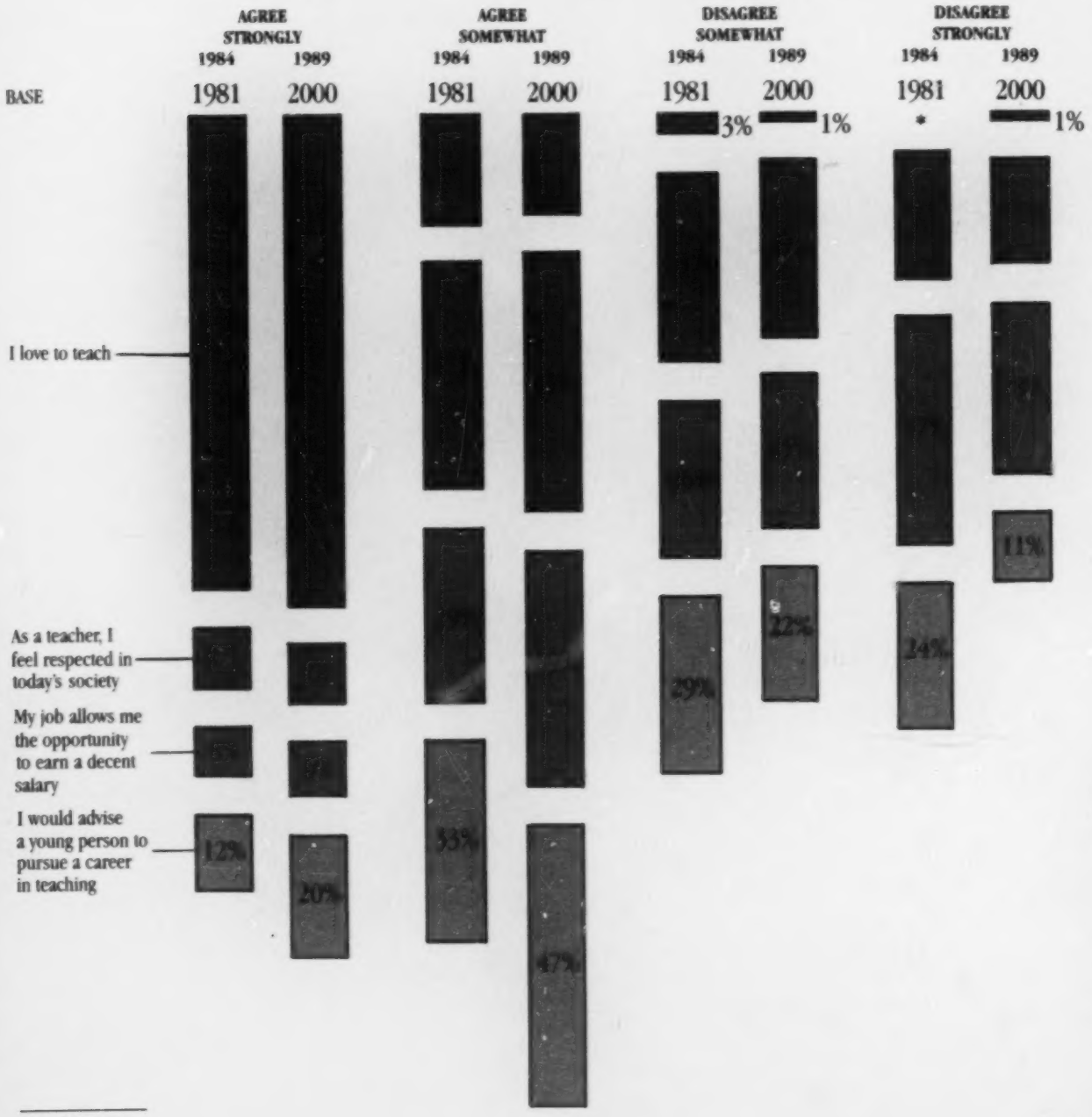
BASE	% 1981	% 2000	% 119	% 130	% 197	% 475	% 297	% 888	% 962	% 147
Agree strongly	12	20	17	18	19	17	19	5	7	7
Agree somewhat	33	47	40	48	40	44	43	68	68	32
Disagree somewhat	29	22	30	27	29	26	24	18	15	28
Disagree strongly	24	11	13	11	11	12	13	8	10	31

*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

OBSERVATION: Attention should be paid to the disjuncture between the 81% of teachers who agree strongly with the statement, "I love to teach," and the 33% of teachers who would not advise a young person to pursue a career in teaching. Despite the improvement since 1984, 53% of teachers don't think they can earn a decent salary in their chosen profession, and 46% don't feel respected as teachers in today's society. While we've come a long way, there is still far to go (Table 2-5). As last year's Metropolitan Life survey showed, the teaching shortage will not abate soon. Having a significant portion of the current profession unwilling to encourage young people to join them as colleagues could prove to be a serious problem.

Table 2-5 *Improvement in the Professional Status of Teachers: 1987-1989*

QUESTION: **I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools.**



*Less than 0.5%.

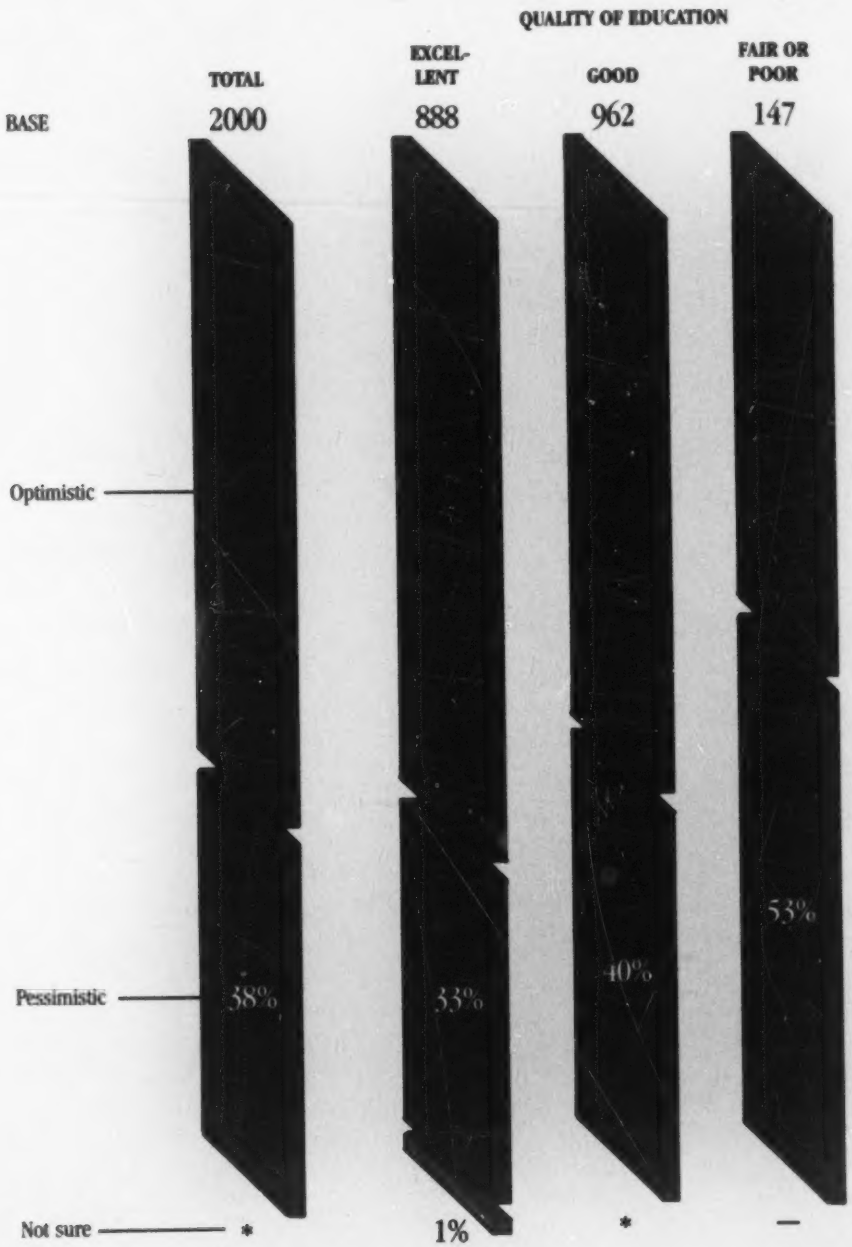
Most Teachers Think Their Professional Status Will Improve Over the Next Five Years

About three in five teachers (61%) think the professional status of teachers will be better five years from now. As with other measures of optimism throughout this survey, the proportions of teachers who are optimistic are fairly constant across school level and location, and for different types of students. Also consistent with other measures of teacher optimism in this survey: a far higher proportion of teachers in schools providing excellent quality of education (66%) are optimistic than in schools which are only fair or poor (47%) (Table 2-6).

OBSERVATION: While a majority of teachers are optimistic about all the seven broad issues they were asked about, considerably fewer are optimistic about their professional status and similar issues than are optimistic about educational issues.

Table 2-6 *Teachers Believe Their Professional Status Will Improve*

QUESTION: **On the whole, are you optimistic or pessimistic that... The professional status of teachers... will be better five years from now?**



*Less than 0.5%.

CHAPTER 3: TEACHERS' WORKING CONDITIONS

Earlier Metropolitan Life surveys of the American teacher have shown that teachers believe that certain basic conditions enable them to do their job better. Among these conditions are greater collegiality, smaller classes, and less time spent on administrative tasks.

With regard to collegiality, progress has been slow. Team teaching, that is, "having teachers work as teams rather than teaching all classes or subjects alone", is more widely used now in schools where 45% of teachers work, and less widely used in only 25% of schools — 29% of teachers report no change over the last three years. This is the mechanism of teacher collegiality most widely improved. In contrast, 41% of teachers report that their schools are now better in "having more structured and organized time to talk with colleagues about professional matters," but 39% report that their schools are now worse. And, while 37% of teachers say that, compared with three years ago, their school is now better at "having teachers able to observe each other in the classroom and provide feedback to each other," another 33% of teachers say their school is now worse at this than three years ago (Table 3-1).

On all three of these measures, black teachers and teachers in schools with higher quality education are far likelier to report their schools are better than three years ago; teachers in lesser quality schools are much likelier to report that their schools are worse (Tables 3-1 and 3-2).

Table 3-1 *Do Teachers Have the Opportunity to Work as Colleagues With Other Teachers?*

QUESTION: Here are some things that might possibly help teachers do their job better. Compared with three years ago, is your school better or worse at...?

...Having more structured and organized time to talk with colleagues about professional matters.

...Having teachers able to observe each other in the classroom and provide feedback to each other.

...Having teachers work as "teams" rather than teaching all classes or subjects alone.

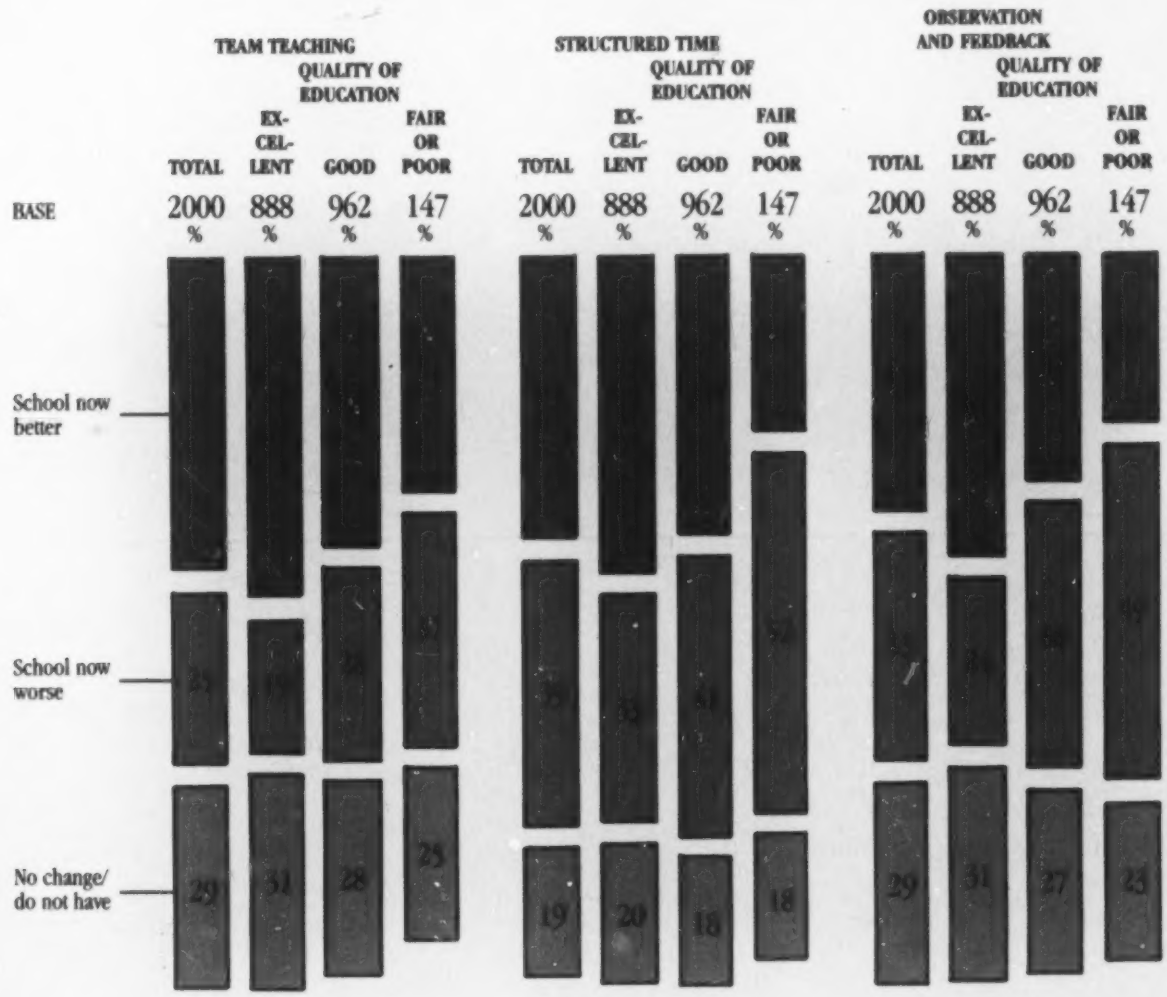


Table 3-2 *Black Teachers Feel Collegiality Has Improved*

QUESTION: **Here are some things that might possibly help teachers do their job better. Compared with three years ago, is your school better or worse at...?**

...Having more structured and organized time to talk with colleagues about professional matters.

...Having teachers able to observe each other in the classroom and provide feedback to each other.

...Having teachers work as "teams" rather than teaching all classes or subjects alone.

	TEAM TEACHING TEACHER ETHNICITY				STRUCTURED TIME TEACHER ETHNICITY				OBSERVATION AND FEEDBACK TEACHER ETHNICITY			
	TOTAL	WHITE	BLACK	HIS-PANIC	TOTAL	WHITE	BLACK	HIS-PANIC	TOTAL	WHITE	BLACK	HIS-PANIC
BASE	2000	1779	119	66	2000	1779	119	66	2000	1779	119	66
School now better	29%	31%	14%	23%	19%	19%	10%	16%	29%	29%	14%	26%
School now worse												
No change/do not have												

Overall, Class Size is Virtually Unchanged

Although teachers believe that smaller class size helps them do their job better, the proportions of schools with smaller class size are virtually unchanged from three years ago — 42% of teachers report their schools are now better, 41% report their schools are now worse, and 15% say there has been no change (Table 3-3).

Given these results, it is logical that about half of America's teachers (51%) continue to report overcrowded classes are a serious problem in their schools (up from 46% in 1984) (Table 3-4). Rural schools — the school location reporting the most improvement in the last three years (49% say their schools are now better at providing a smaller class size vs. 42% overall) — are the location with the fewest teachers who consider overcrowded classes a serious problem (41%). Inner-city schools (62%), urban schools (66%), lower quality schools (61%), and schools with high proportions of minority students (60%) and lower income students (55%) have higher proportions of teachers who think overcrowded classes are a serious problem than do other schools. (Table 3-5).

Larger schools have serious and worsening overcrowded class problems. Nearly two-thirds (64%) of teachers in schools with 1,000 or more students say there is a serious problem with overcrowded classes in their schools, and 46% say the problem is getting worse. In contrast, only 33% of teachers in schools with fewer than 300 students think overcrowded classes is a serious problem in their school and only 37% say the problem is worse than it was three years ago.

OBSERVATION: **Reducing class size is expensive. At a minimum, it requires more teachers during a period of teacher shortage. In many locations it could also require capital improvements or additions. This may be one reason why change has come slowly on this issue. Recently, attention has been paid to the problems of larger schools. Our data suggest that, in addition to other problems, larger schools suffer from overcrowded classes.**

Table 3-3 *Are Classes Smaller Than Three Years Ago?*

QUESTION: **Here are some things that might possibly help teachers do their job better. Compared with three years ago, is your school better or worse at... Providing a smaller class size?**

		SCHOOL LOCATION					SIZE OF SCHOOL		
	TOTAL	INNER CITY	URBAN	SUBURBAN	SMALL TOWN	RURAL	1-299	300-999	1000 +
BASE	2000	197	222	439	627	512	460	1265	275
School now better									
School now worse									
No change/do not have									

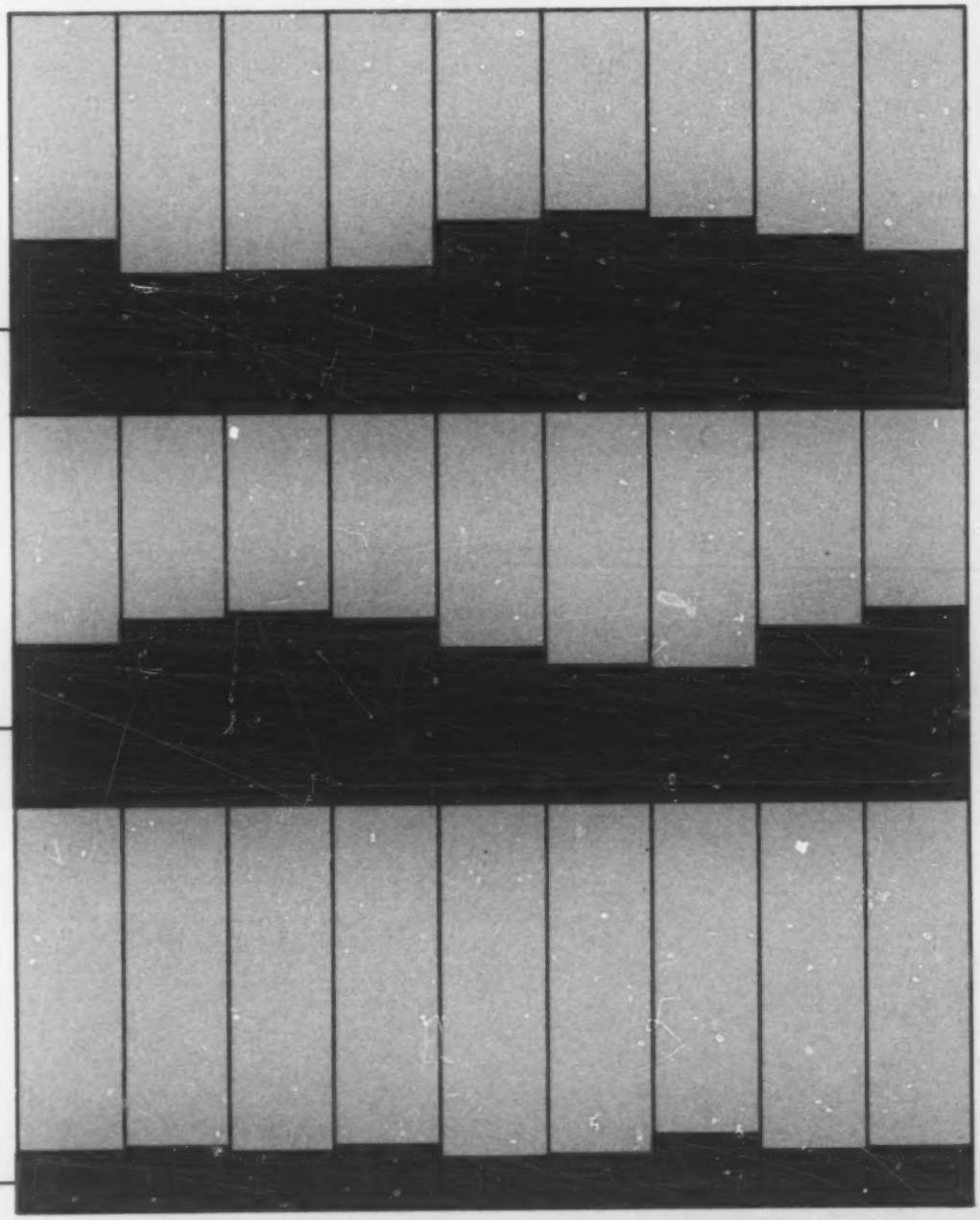


Table 3-4 *Overcrowded Classes Remain a Serious Problem*

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... Overcrowded classes?**

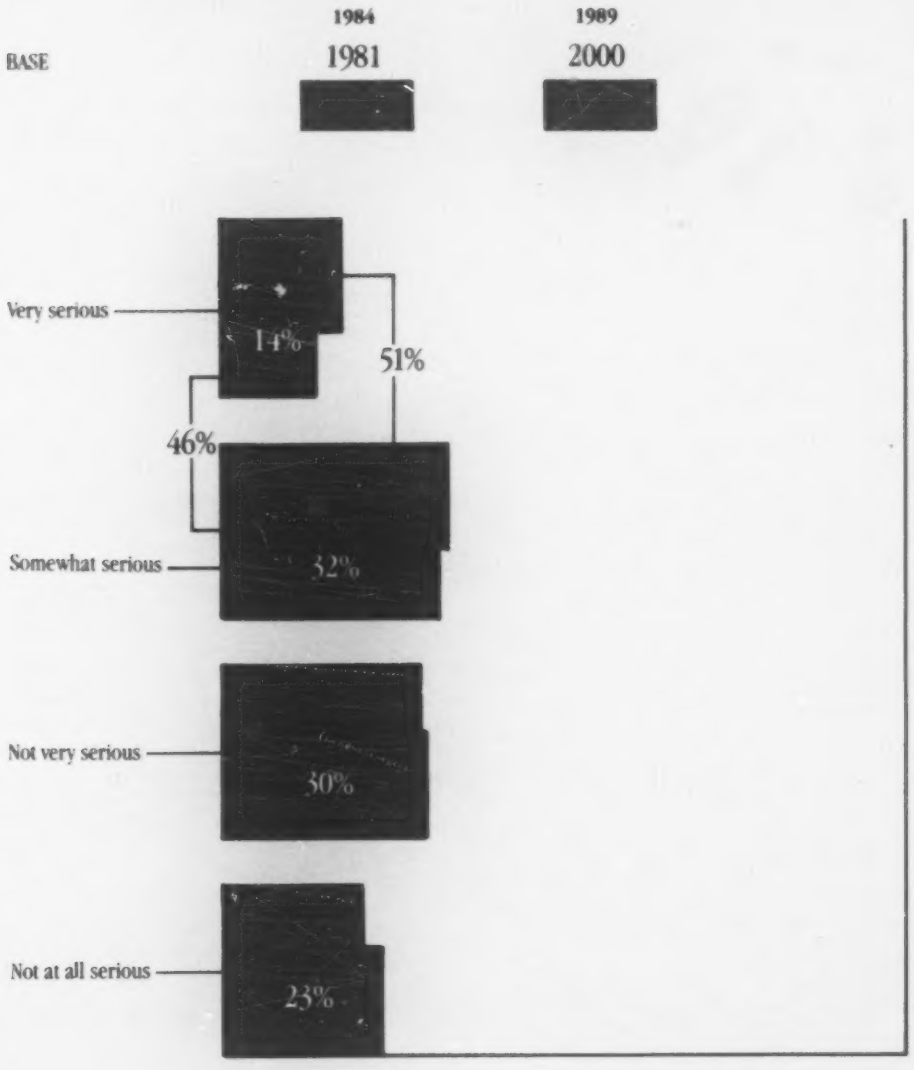
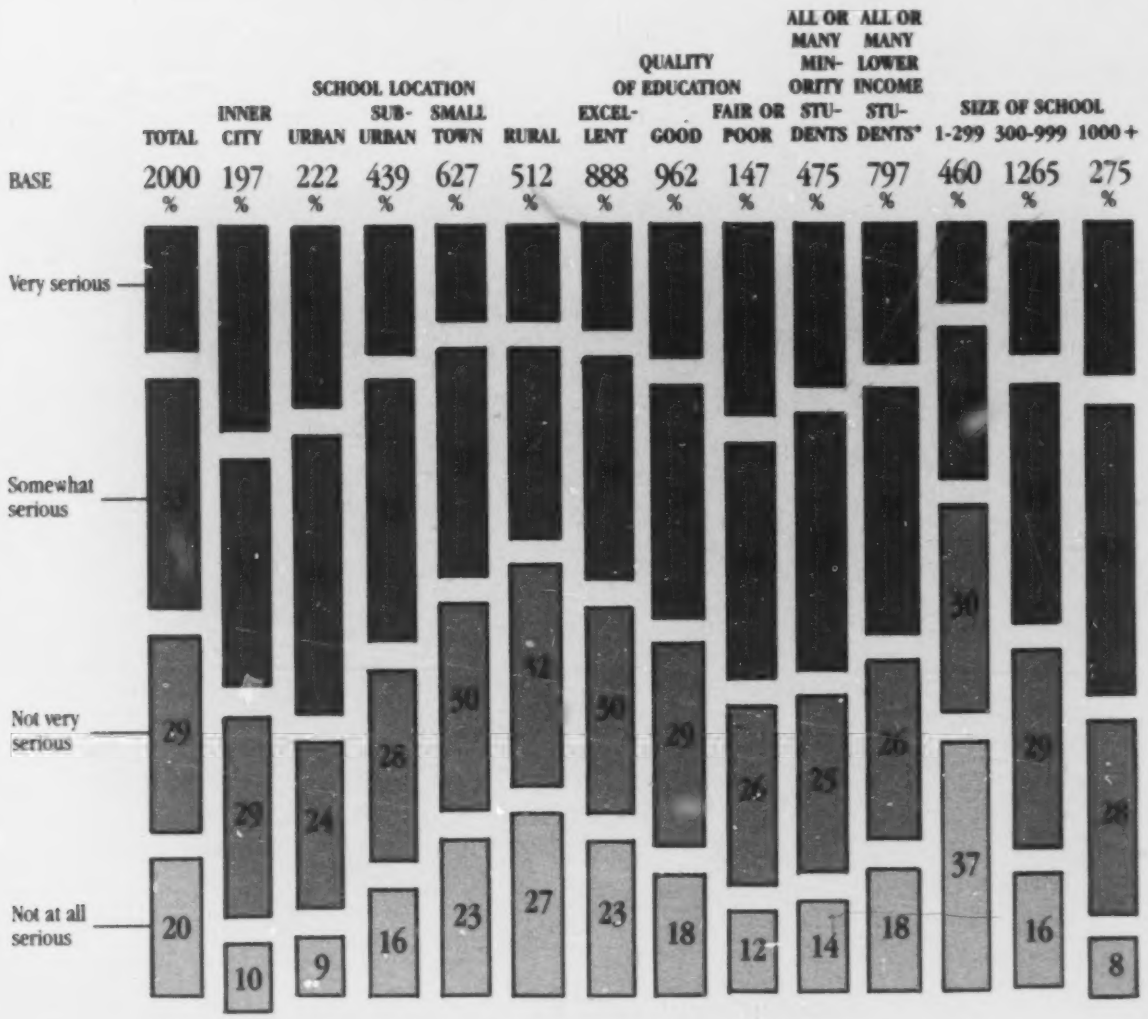


Table 3-5 *The Kinds of Schools Where Overcrowded Classes is a Serious Problem*

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... Overcrowded classes?**



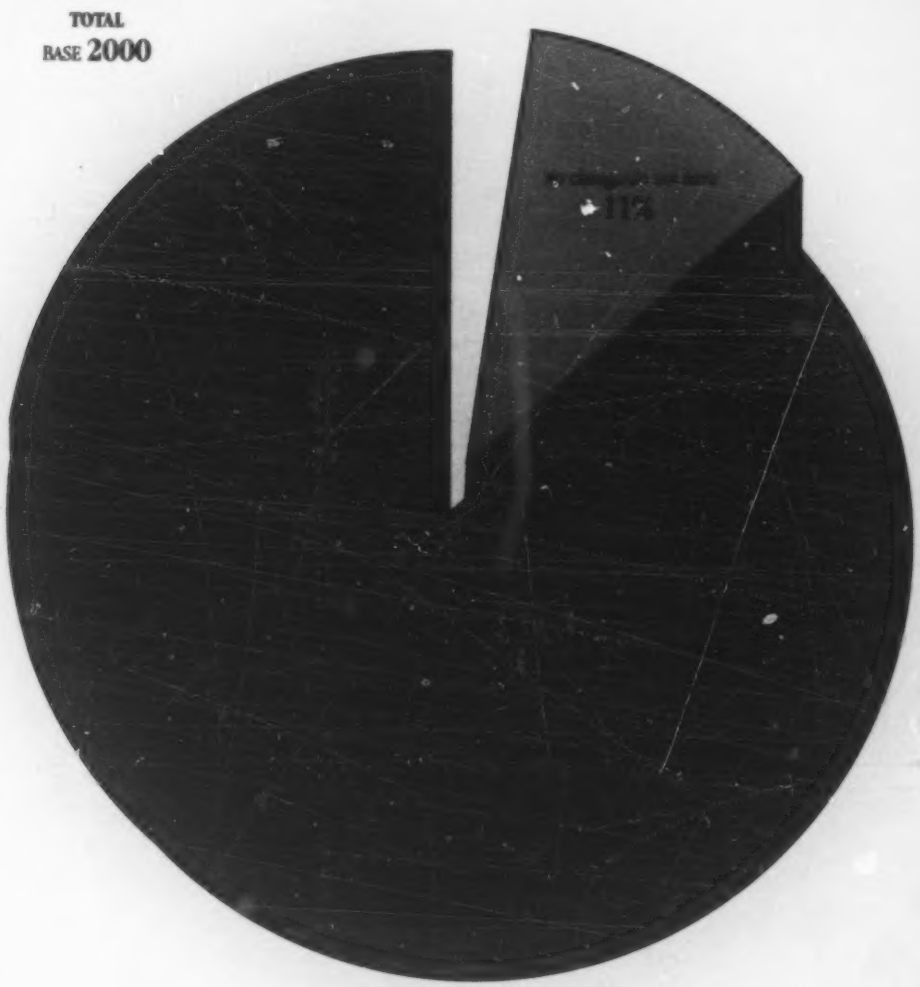
*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Schools Are Worse at Reducing Teachers' Administrative Tasks

On one school quality, "reducing the time teachers need to spend on administrative tasks", the nation's public schools are losing ground. Nearly two-thirds of teachers (64%) say their schools are worse than they were three years ago, and only 23% of teachers say their schools are better (Table 3-6).

Table 3-6 *Administrative Time for Teachers is Worse*

QUESTION: **Here are some things that might possibly help teachers do their job better. Compared with three years ago, is your school better or worse at... Reducing the time teachers need to spend on administrative tasks.**

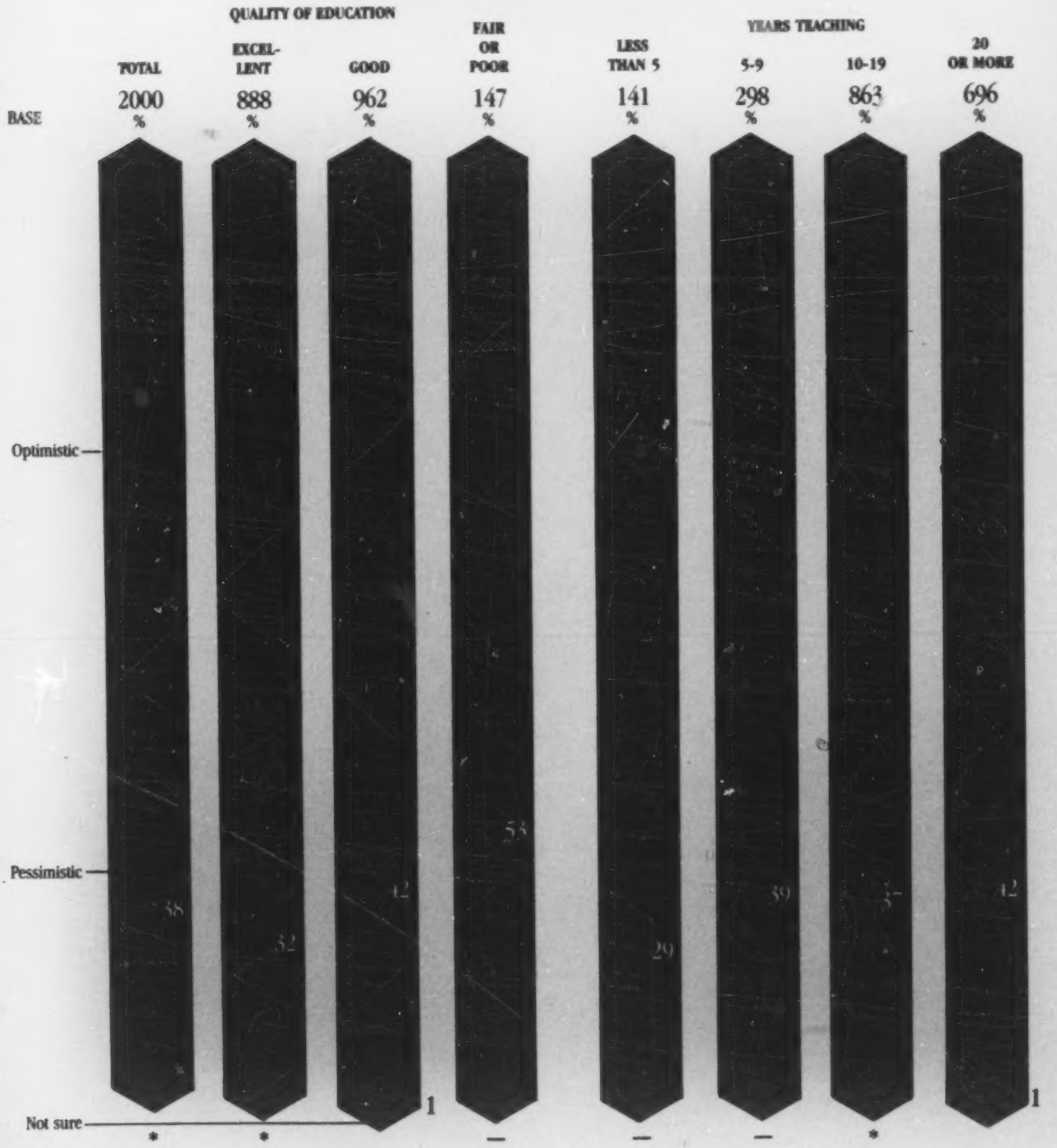


Teachers Are Somewhat Optimistic About Working Conditions

More than three of five teachers (61%) are optimistic that working conditions of teachers will be better in 5 years. This is the same percentage who think that the professional status of teachers will be better. Newer teachers, especially those with less than five years teaching (71%), are more optimistic than those with more experience (Table 3-7).

Table 3-7 *Teachers Are Somewhat Optimistic About Working Conditions*

QUESTION: **On the whole, are you optimistic or pessimistic that... Working conditions for teachers... will be better five years from now?**



*Less than 0.5%.

CHAPTER 4: SCHOOL REFORMS OF THE 1980s

Teacher Reward Systems

In the latter half of the 1980s, three types of reforms were instituted to enhance the teaching career: career ladders, merit pay, and mentor teacher programs. The most widely implemented reform is mentor teacher programs, instituted in the schools of 34% of the nation's teachers. Twenty-four percent of teachers have career ladder programs in their schools, and merit pay systems are used in the schools of only 5% of American teachers.

Mentor teacher programs are more prevalent in the schools of union members (36%) than nonunion members (29%), and career ladder and merit pay programs are more prevalent in nonunion members' schools. One-third (33%) of nonunion teachers* have career ladder programs in their schools, compared with only one-fifth (20%) of unionized teachers. Merit pay systems are in the schools of 7% of nonunion teachers* and 4% of union teachers' schools (Table 4-1).

These reforms are favored by teachers who have them in their schools in the same rank order as their prevalence. By far the most favored reform is mentor teacher programs, favored by 86% of teachers whose schools have implemented this reform. Career ladder programs are favored by 55% of teachers who have them in their schools, and merit pay systems are favored by only 41% of teachers who have directly experienced them in their schools (Table 4-2).

Mentor teacher programs are widely favored by teachers in every kind of school, and by teachers at all income and experience levels. Career ladder programs, although more prevalent in nonunion members' schools, are more widely favored by union members (59%) than nonunion members (48%). They are also more widely favored by teachers with higher, rather than lower, teacher incomes.

Each of these reforms is accepted by more teachers than in 1986. (At that time, teachers who were *familiar* with these programs were asked for their evaluation; this year, teachers who *have the programs in their schools* were asked.) The percentage of teachers favoring mentor teacher programs has increased from 82% to 86%, those favoring career ladder programs has increased from 49% to 55%, and those favoring merit pay programs has increased from 26% to 41% (Table 4-2).

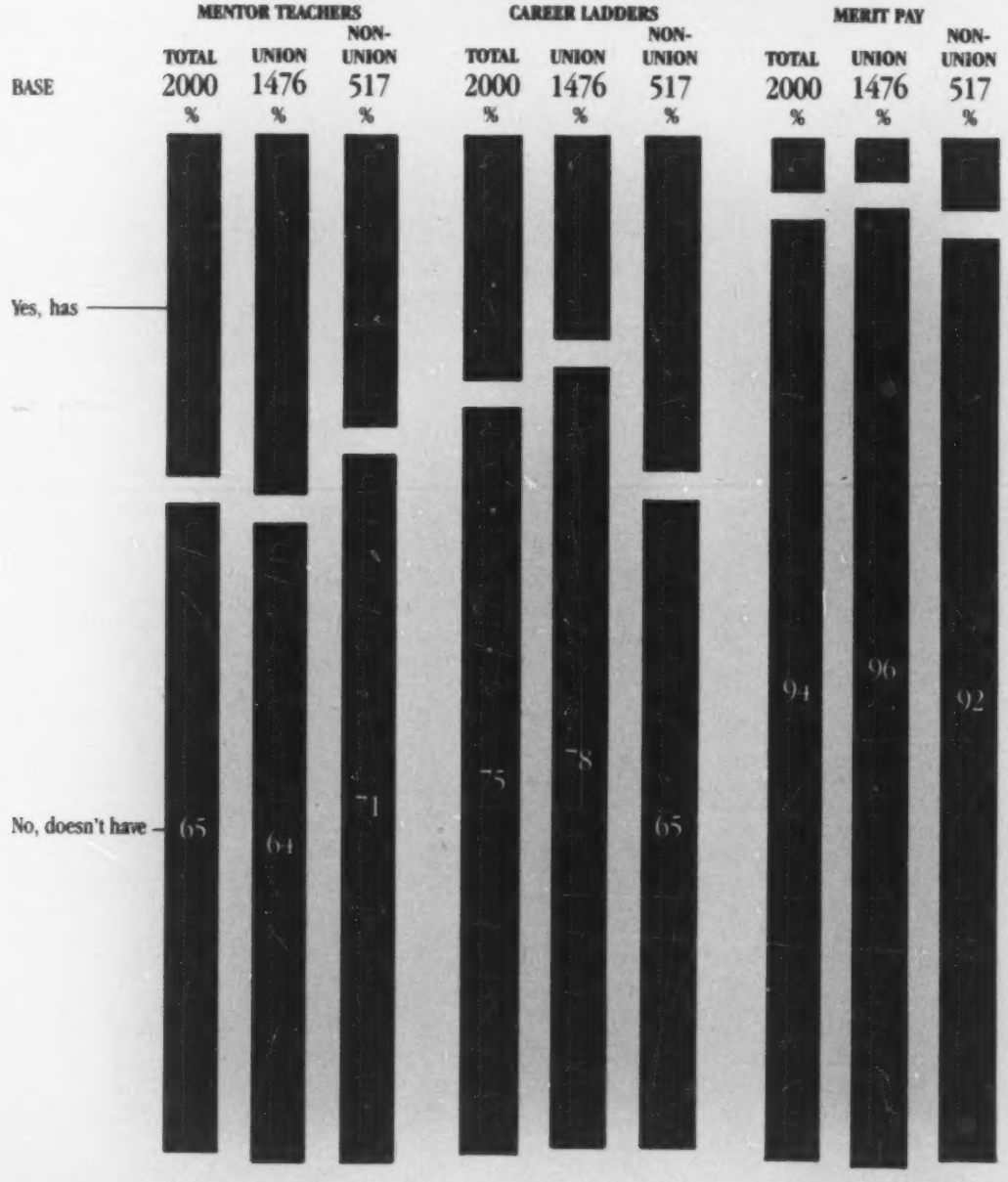
*A "nonunion teacher" is one who replied that he or she was not a member of a "teacher's union" (73% of all teachers said they were members).

Table 4-1 *Prevalence of Teacher Reforms*

QUESTION: Now some questions about *career ladder* programs. These programs divide teaching into different jobs and then provide different ranks and different salaries according to the level of responsibility. Does your school have a career ladder program, or not?

QUESTION: Now some questions about merit pay systems. These systems select a certain number of teachers as meritorious and then pay them a greater amount of money with no change in their duties. Does your school use merit pay systems, or not?

QUESTION: Now some questions about mentor teacher programs. These programs designate certain teachers to perform special one-on-one professional coaching for other teachers. Does your school have a mentor teacher program, or not?



OBSERVATION: Mentor teacher programs were widely accepted when they began and are even more widely accepted among teachers now. One potential source of opposition to mentor teacher programs has been reduced by what must be the good experiences teachers have had. In 1986, 36% of teachers agreed with the idea that they "create artificial and unfortunate distinctions among teachers;" today, only 26% of teachers agree. And the strength of disagreement has increased – from 27% who strongly disagreed in 1986 to 38% who strongly disagree today (Table 4-3). All of this suggests that mentor teacher programs will become more widespread in the 1990s.

Table 4-2 *School Reforms Are More Widely Favored Than in 1986*

BASE (1986): Familiar with mentor teacher programs/career ladder programs/merit pay systems
BASE (1989): School has mentor teacher programs/career ladder programs, merit pay systems

QUESTION: **Overall, do you personally favor or oppose mentor teacher programs?**

QUESTION: **Overall, do you personally favor or oppose career ladder programs?**

QUESTION: **Overall, do you personally favor or oppose merit pay systems?**

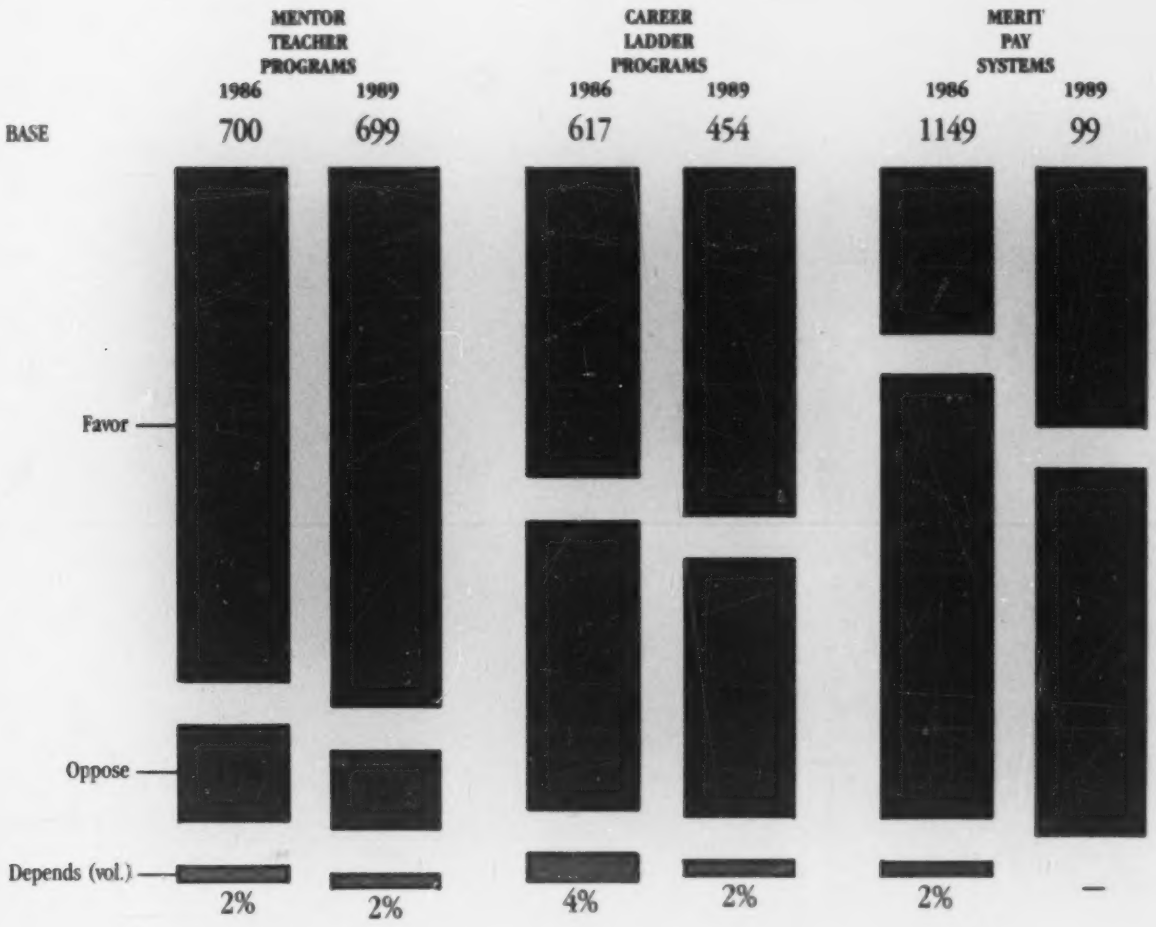
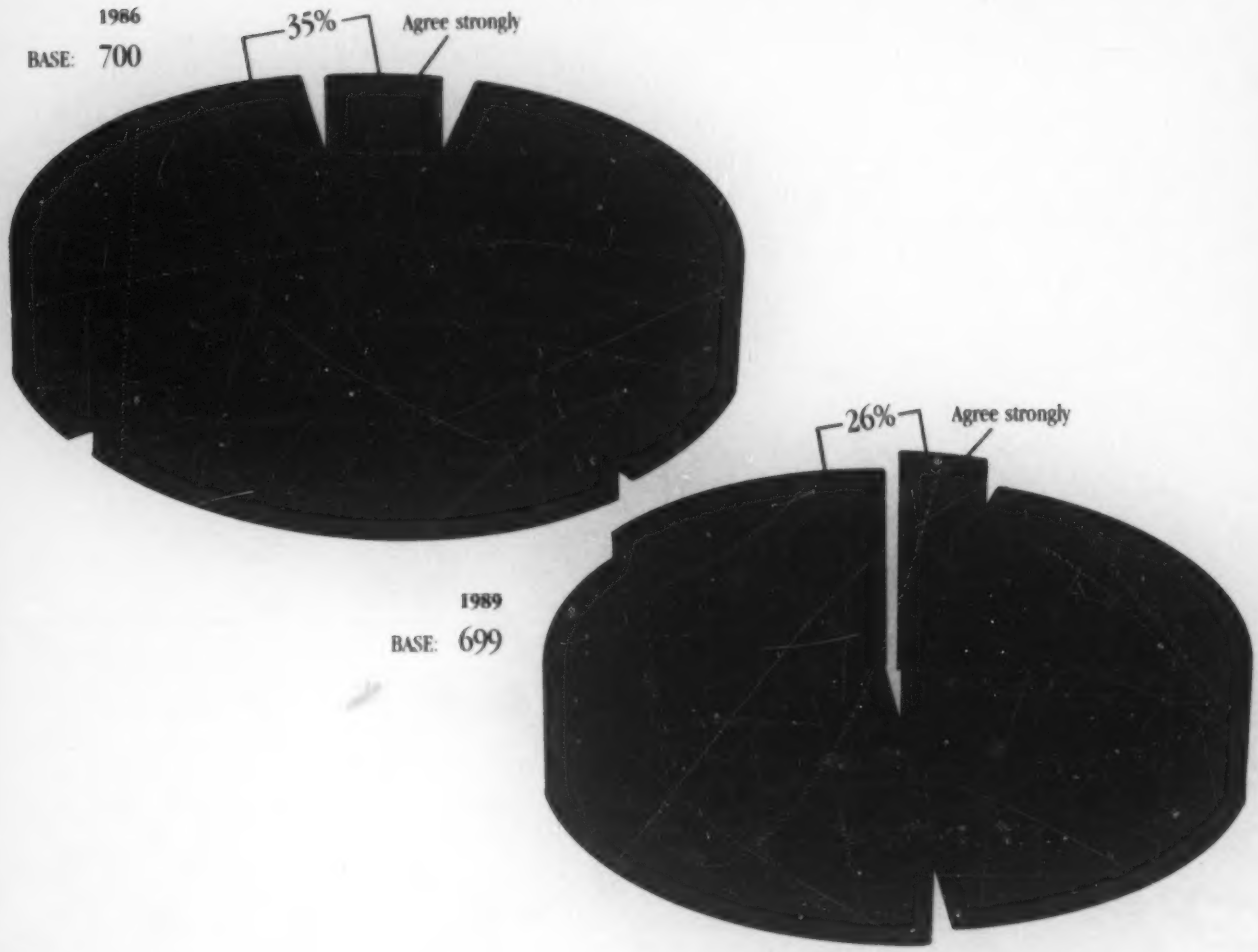


Table 4-3 *Teachers Are Less Worried About Mentor Teacher Programs Creating Distinctions Among Teachers*

BASE (1986): Familiar with mentor teacher programs
BASE (1989): School has mentor teacher programs

QUESTION: Here are some statements regarding mentor teacher programs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly... Mentor teacher programs create artificial and unfortunate distinctions among teachers.

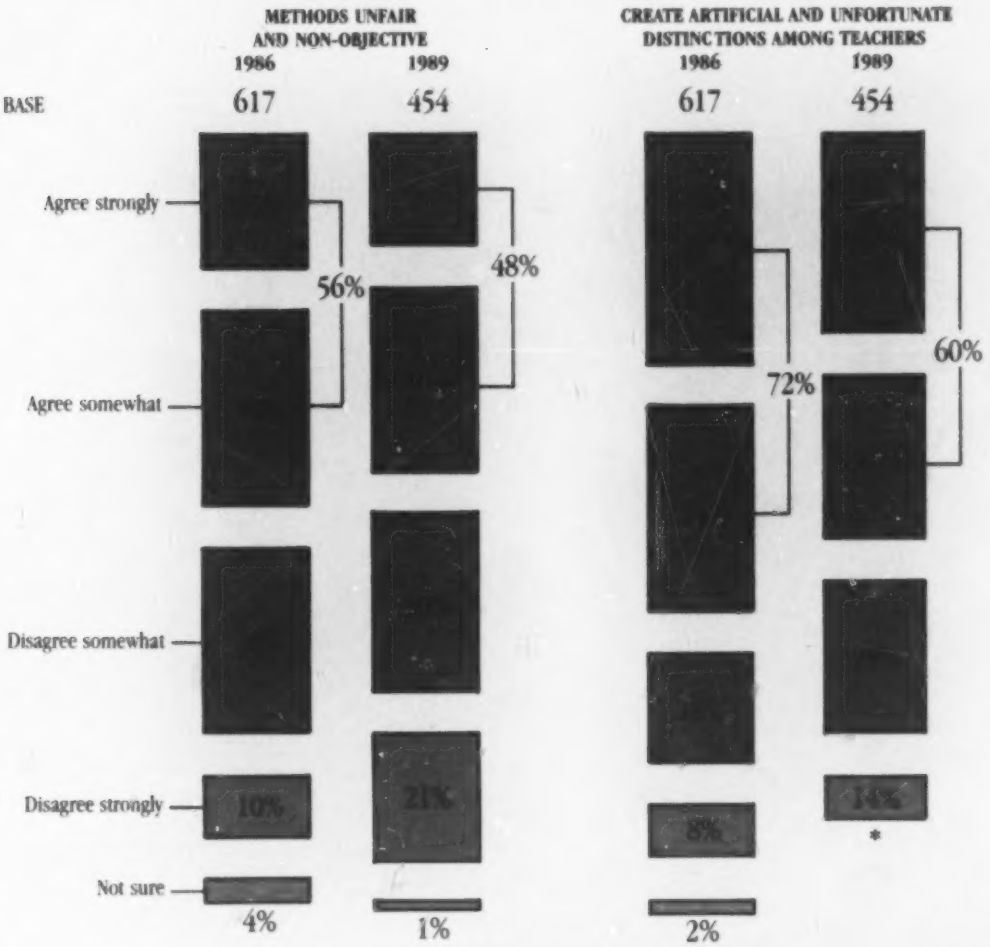


Similarly, experience with career ladder and merit pay programs appears to have diminished fear of arbitrariness and unfortunate distinctions among teachers. In 1986, a majority of teachers (56%) agreed that "the methods used to select teachers for career ladder programs are unfair and non-objective"; today, 48% agree and 21% (as opposed to only 10% in 1986) *strongly* disagree. In 1986, nearly three-quarters of teachers thought "career ladder programs create artificial and unfortunate distinctions among teachers;" today, with three years more experience, the percentage agreeing is down to a still substantial 60% (Table 4-4).

Table 4-4 *Fears About Career Ladder Programs Have Been Reduced*

BASE (1986): Familiar with career ladder programs
BASE (1989): School has career ladder programs

QUESTION: Here are some statements regarding career ladder programs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.
...The methods used to select teachers for career ladder programs are unfair and non-objective.
...Career ladder programs create artificial and unfortunate distinctions among teachers.



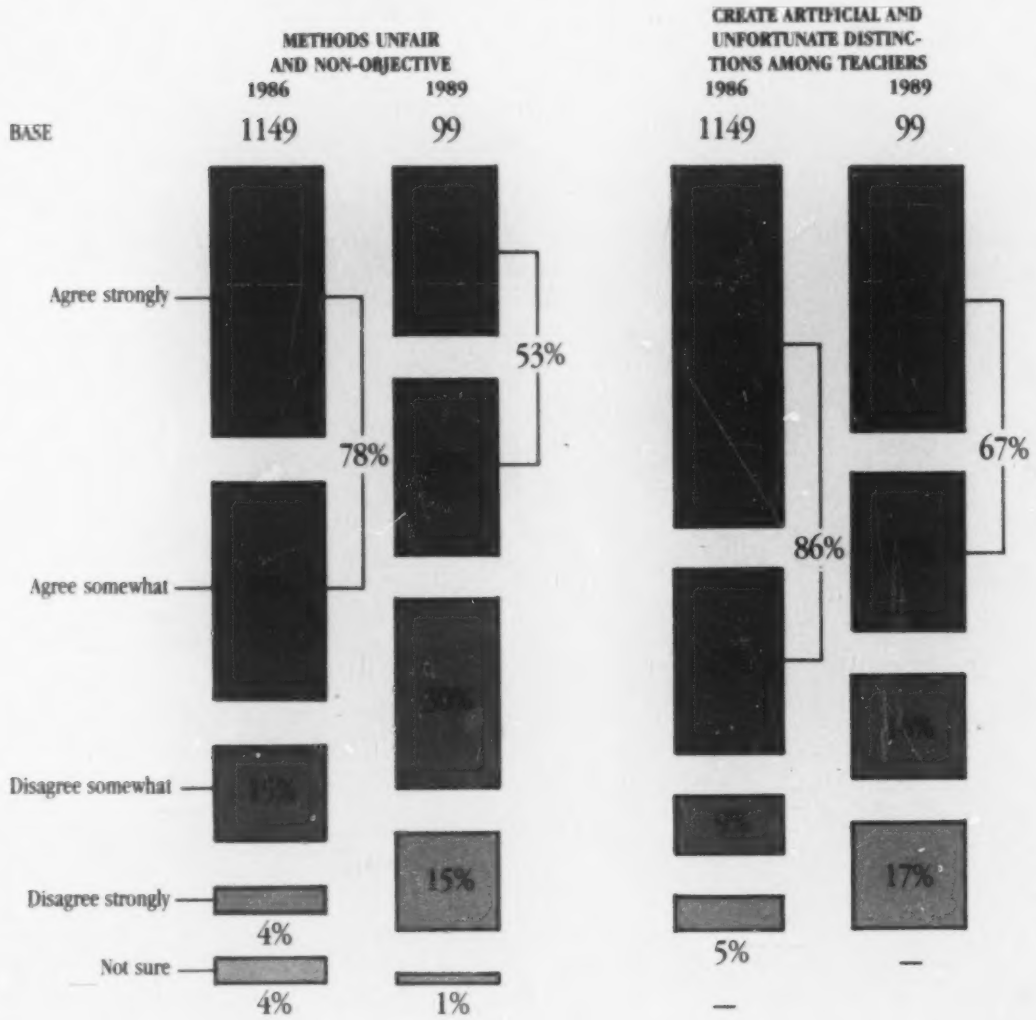
Merit pay systems, although less widely used, have also allayed some of the fears associated with them. Whereas in 1986 86% of teachers thought "merit pay systems create artificial distinctions among teachers," today, 67% think this. In 1986, 78% of teachers thought that teachers were selected unfairly — today, 53% agree with this (Table 4-5).

OBSERVATION: While experience has helped reduce the prevalence of fears about career ladder and merit pay systems, fears remain widespread. At this point, the future of these two reforms remains unsettled.

Table 4-5 *Fears About Merit Pay System Have Been Reduced But Are Still Widespread*

BASE (1986): Familiar with merit pay systems
BASE (1989): School uses merit pay systems

QUESTION: **Here are some statements regarding merit pay systems. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly.**
...Merit pay systems create artificial and unfortunate distinctions among teachers.
...The means that are used to select the teachers for merit pay tend to be unfair and non-objective.



Teachers' Overall Views of Recent Reform and the Future

Three-quarters of America's teachers report that in the last several years, educational reforms have been enacted in their state — up from 63% in 1985 (Table 4-6). Of these teachers, nearly four in five (79%) have had reforms implemented in their schools.

On the whole, teachers' experience with educational reform has been positive or neutral — relatively few teachers characterize the reforms they've experienced in the last several years as having a negative impact. More importantly, in the latter half of the 1980s, there has been a substantial increase in the number of teachers who think educational reforms have helped. Today, more than half (53%) feel that overall reform has had a positive effect *on students* (up from 42% in 1985), 40% have seen not much effect, and only 6% feel there's been a negative effect (an improvement from 12% in 1985) (Table 4-7). They are somewhat less pleased with the overall impact of reform *on teachers*, with 43% now calling it positive (up from 36% in 1985), 27% neutral, and 29% negative (down from 34% in 1985). Black teachers, in particular, believe that reforms have been helpful — 65% believe reforms have had a positive effect on students, compared with 53% of all teachers; and 52% believe reforms have had a positive effect on teachers, compared with 43% of all teachers (Table 4-8).

Teachers' evaluation of reform is consistent across teachers in every kind of school, except for one factor. Teachers in schools they rate as providing excellent quality education consider the overall impact of reform to be positive at more than twice the proportions as teachers in schools rated as providing only fair quality education. Sixty-two percent of teachers in schools they consider excellent, 47% in schools they rate as good, and only 29% in fair or poor schools consider the overall impact of reforms on students to be positive. Similarly, 52% in excellent schools, 38% in good schools, and only 23% in poorly functioning schools consider the overall impact of school reform to have been positive for teachers.

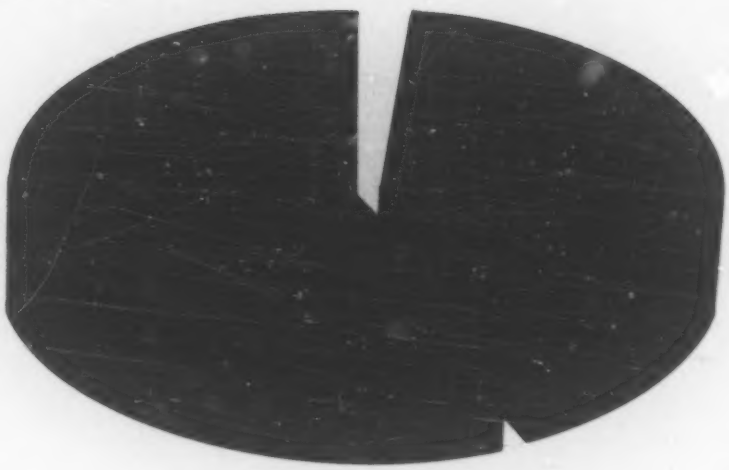
OBSERVATION: It is striking (and perhaps surprising) that neither school location, nor the income and ethnicity of students, has any discernible relationship to how teachers see the impact of reforms. Teachers in better quality schools of every type believe reform has helped.

Table 4-6 *The Prevalence of Educational Reforms*

QUESTION: **During the past several years, there have been many proposals for educational reform such as the ones I have been asking about. Has your state enacted any educational reforms?**

TOTAL
BASE 1846

1985



TOTAL
BASE 2000

1989

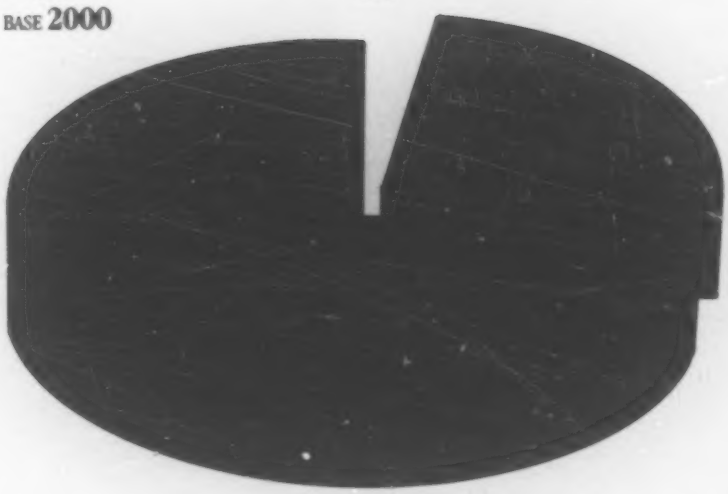


Table 4-7 *The Overall Impact of Reforms on Students*

BASE: State has implemented such reforms

QUESTION: On the whole, would you say the education reforms in your school have had a positive effect, negative effect, or not much effect on *students?*

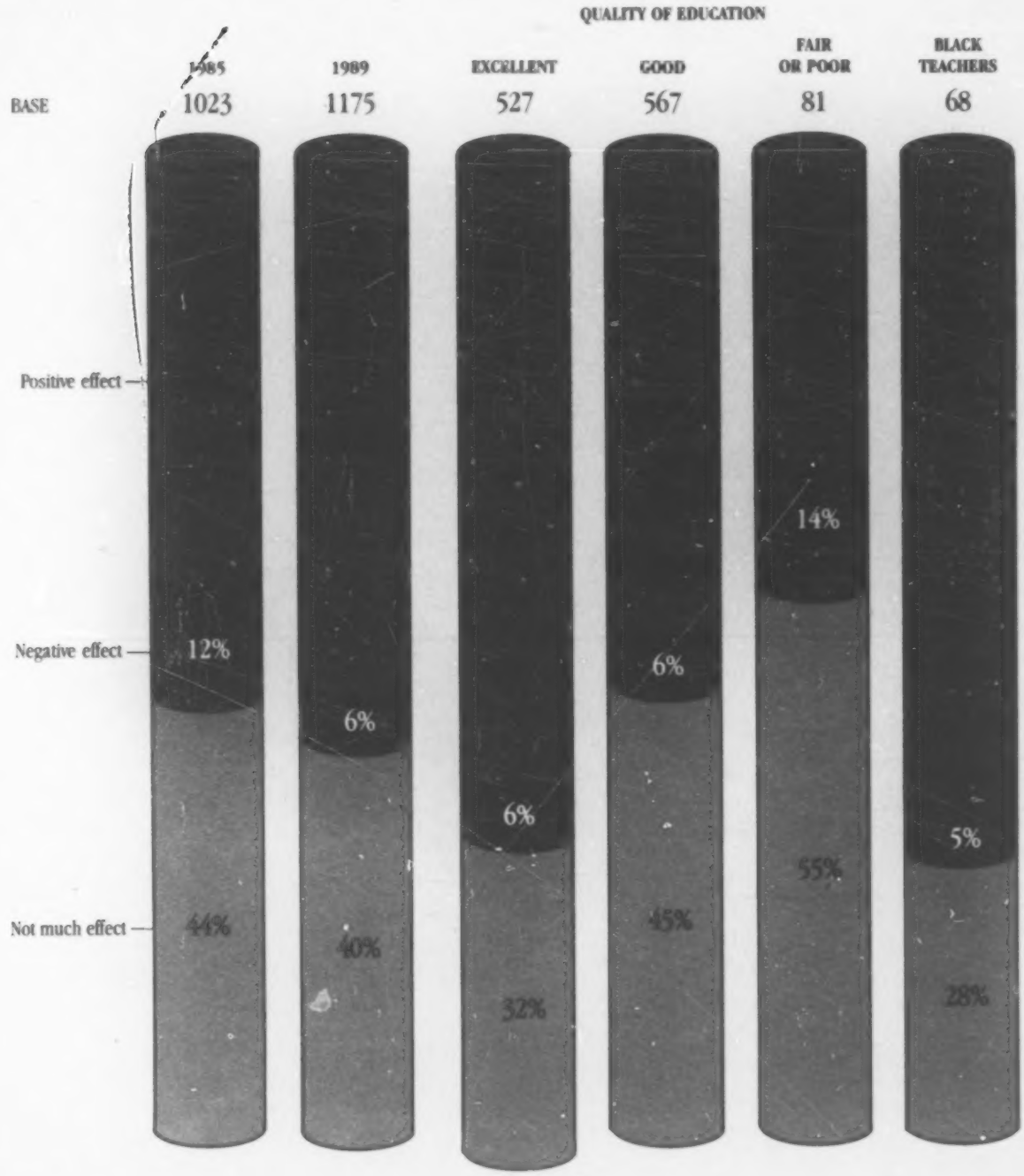
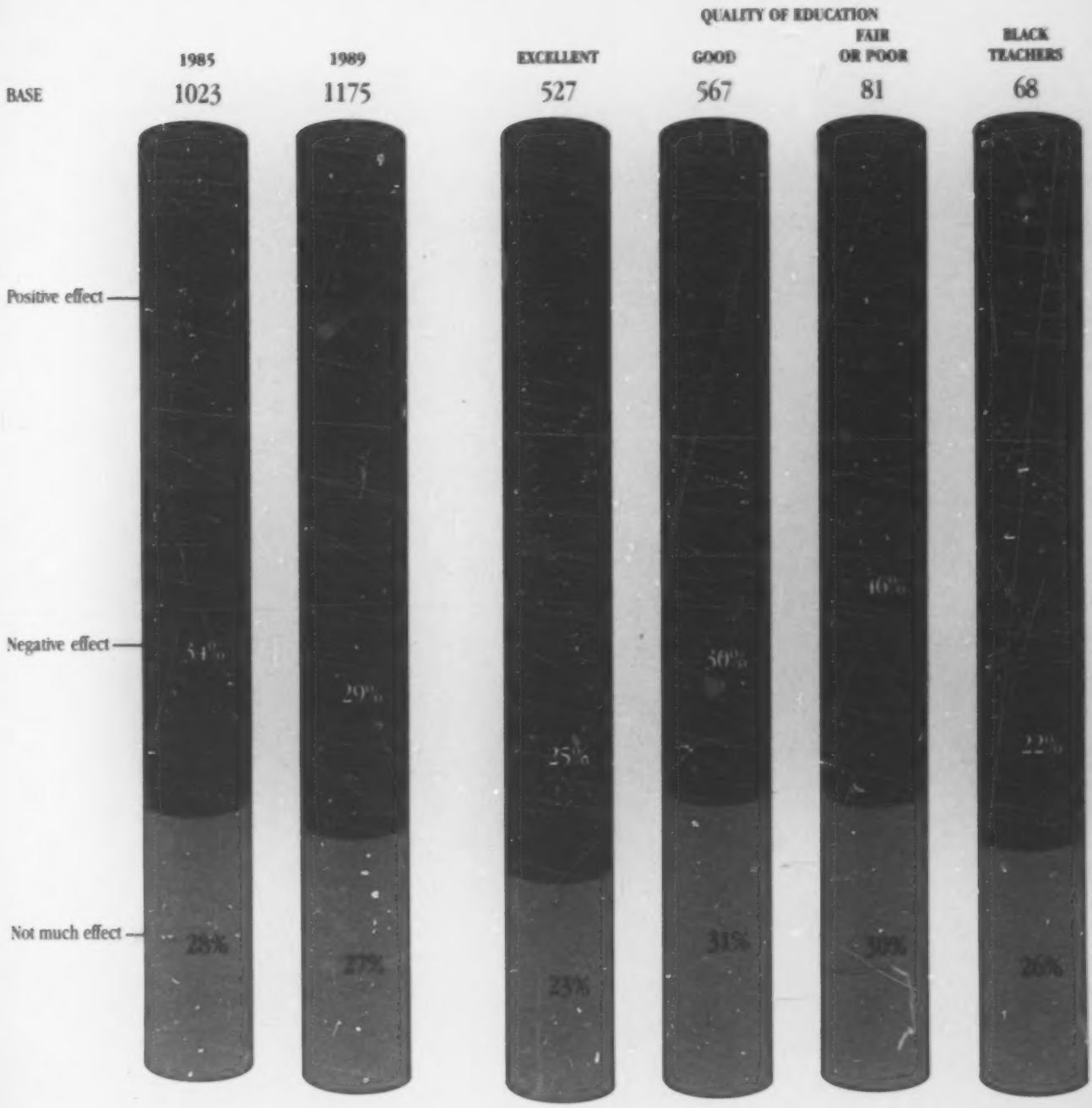


Table 4-8 *The Overall Impact of Reforms on Teachers*

BASE: State has implemented such reforms

QUESTION: **On the whole, would you say the education reforms in your school have had a positive effect, negative effect, or not much effect on *teachers?***



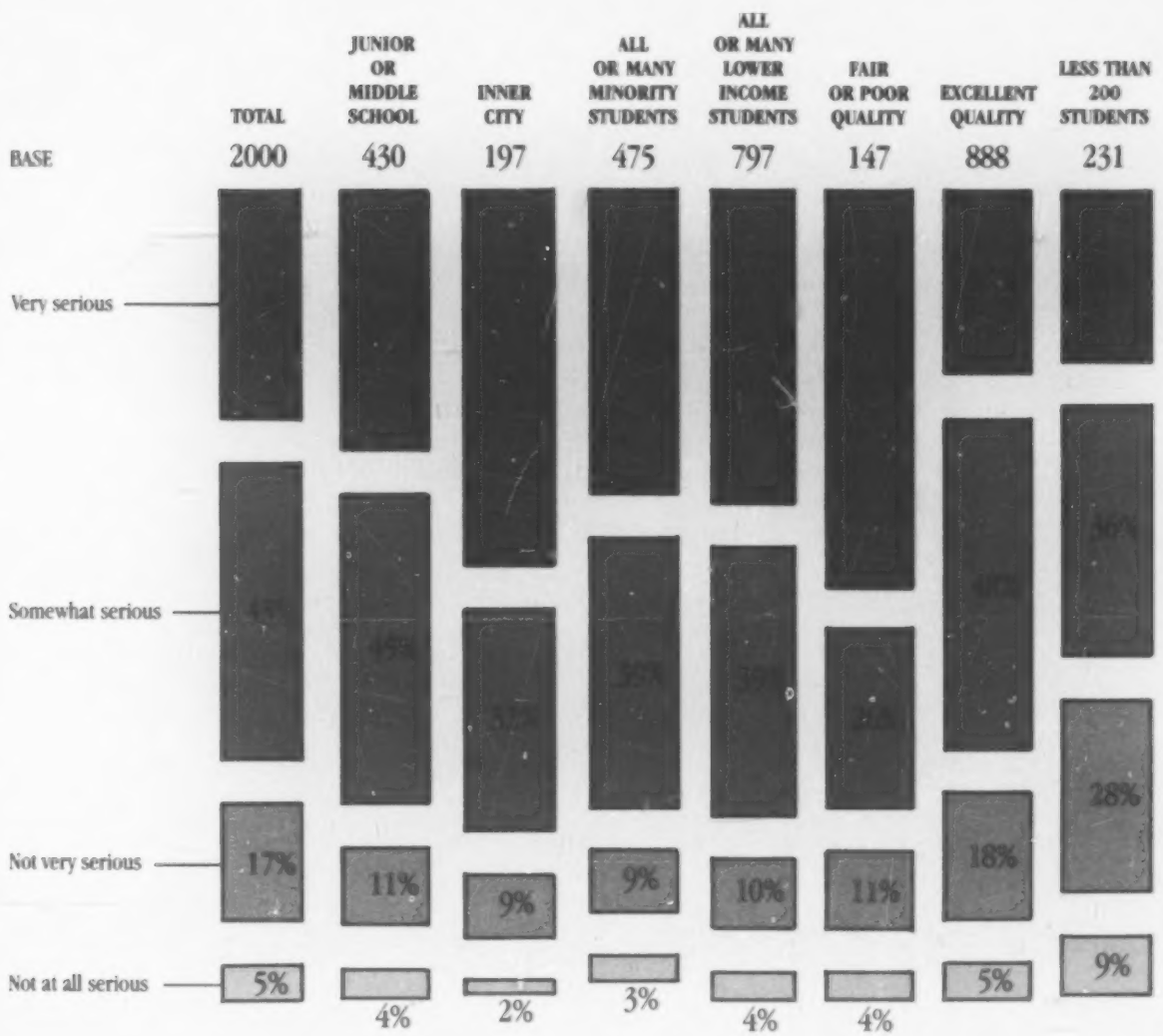
CHAPTER 5: SCHOOLS CONFRONT WORSENING PROBLEMS

So far we have seen that, in general, public school teachers think that schools are doing better in ways related to direct school policies. Teachers feel better about their careers, their salaries, some improvements in collegiality, and their experience with some school reforms. In contrast, they describe the problems they confront -- problems presented by the society in which they are public school teachers — as having worsened.

In 1987, 96% of teachers said they thought that children left on their own after school was a cause of students having difficulty in school. This year, teachers were asked whether the number of children who are left on their own after school is a problem *at their school*. More than three of four teachers (76%) think it is a serious problem, including 33% who think it a very serious problem. Teachers at every school level consider the number of children left on their own after school to be a serious problem, with more teachers at the middle school or junior high school level (82%) considering it serious than at the other levels. Teachers in inner-city schools (86%, including 54% saying very serious), schools with all or many minority students (83%, with 44% saying very serious), schools with all or many lower income students (84%, with 45% saying very serious), and schools with only fair quality education (83%, with 57% saying very serious), are most concerned about this problem at their school. The only groups of teachers with substantially lower rates thinking children left alone is a very serious problem are teachers in excellent schools (only 26% saying very serious), and in schools with fewer than 200 students (only 24% say very serious) (Table 5-1).

Table 5-1 *Teachers Think the Number of Children Left on Their Own After School Is a Serious Problem*

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... The number of children who are left on their own after school.**



One problem that remains serious and pervasive is the lack of basic skills. A substantial 78% of upper grade teachers think the number of students who lack basic skills is a serious problem, virtually unchanged from 1985 when 80% of upper grade teachers felt this way. Lack of basic skills is less problematic in elementary schools, where 64% of teachers consider it a serious problem. It is most problematic in inner-city schools (88% of teachers rate it serious), schools with all or many minority students (87% rate it serious), schools with all or many lower income students (85% serious ratings), and lower quality schools (where virtually every teacher [96%] think it to be a serious problem) (Table 5-2).

OBSERVATION: Income of students appears to be a key factor in how teachers perceive the problem of students who lack basic skills. Fifteen percent of teachers in schools with few or no lower income students say lack of basic skills is not at all serious in their schools, more than five times as many as in schools with more lower income students. While a still substantial 43% of teachers with few or no lower income students say lack of basic skills is a serious problem in their schools, this is far fewer than for any other type of school. For example, 62% in schools with few or no minority students, 61% in suburban schools, and 64% in elementary schools think the problem of students lacking basic skills is serious in their schools. Even in schools where teachers consider the quality of education to be excellent, 58% say the lack of basic skills is a serious problem.

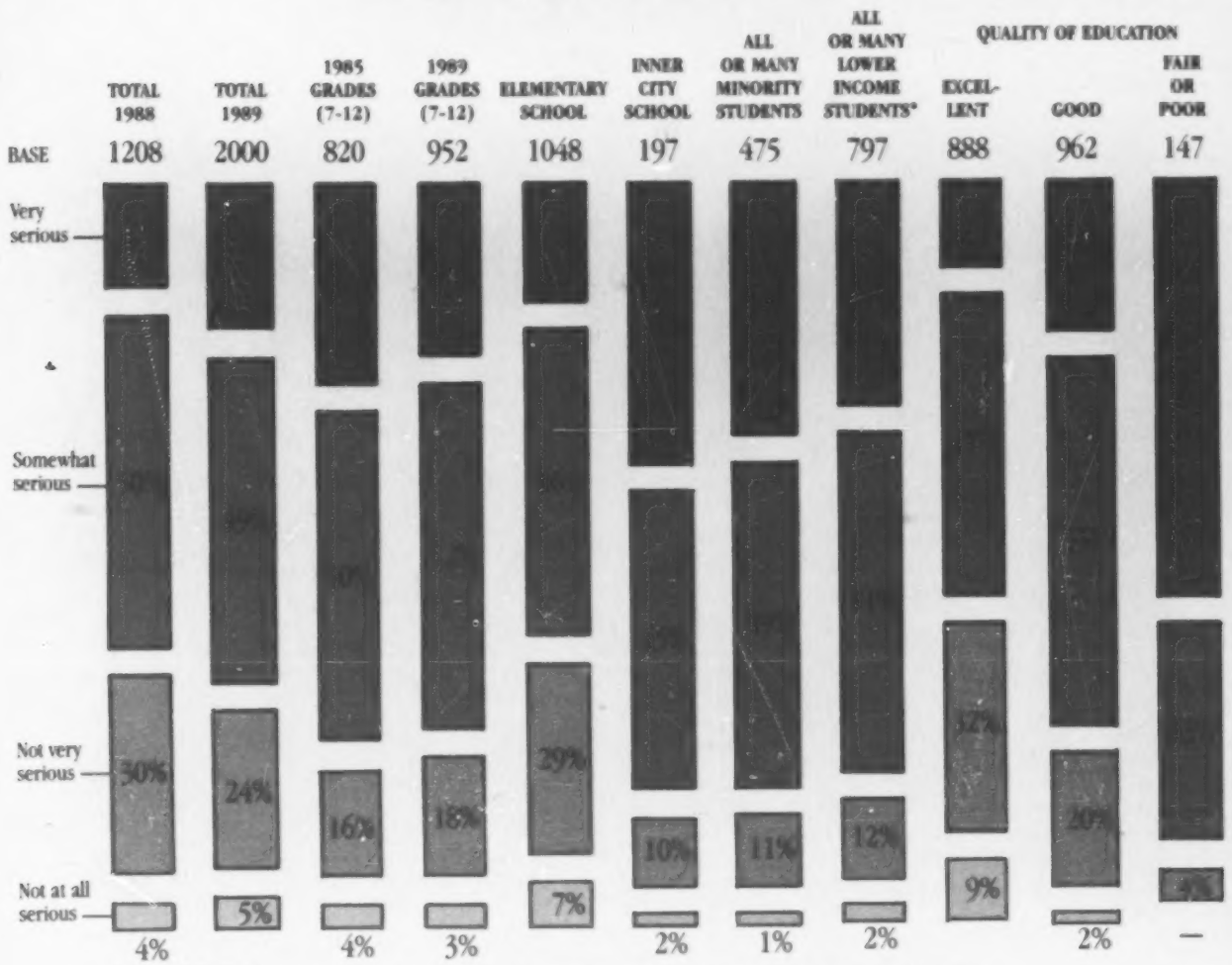
Student absenteeism is now considered a serious problem by more than half (53%) of America's public school teachers and appears to be worsening — last year 47% of teachers thought it serious. In 1985, only 28% of elementary school teachers thought it a serious problem, and today, 38% think it so. Absenteeism worsens as children progress through school; 79% of high school teachers say it is very or somewhat serious. As with other problems, it is considered serious by more teachers in inner-city (73%), minority (66%), lower income (65%), and lower quality (80%) schools (Table 5-3).

Absenteeism is also associated with school size. While 45% of teachers in schools with fewer than 500 students consider absenteeism a serious problem, 54% in schools with 500-999 students and 79% in schools with 1,000 or more students consider it serious.

Teachers consider the problems presented by students in the higher grades to have worsened in the last half of the 1980s. The percentage calling the following problems serious: the number of dropouts (40% in 1985 — 53% in 1989) (Table 5-4), the amount of drinking by students (66% in 1985 — 81% in 1989) (Table 5-8), the number of students using drugs (58% in 1985 — 70% in 1989) (Table 5-5), the number of teenage suicides (17% in 1985 — 27% in 1989) (Table 5-7), and the number of teenage pregnancies (49% in 1985 — 61% in 1989) (Table 5-6) — has risen substantially in every case. Dropouts, drugs, and teenage pregnancies are serious problems in high schools, and in larger, minority, lower income, and poorer quality schools than in other schools.

Table 5-2 *The Lack of Basic Skills Remains a Serious Problem*

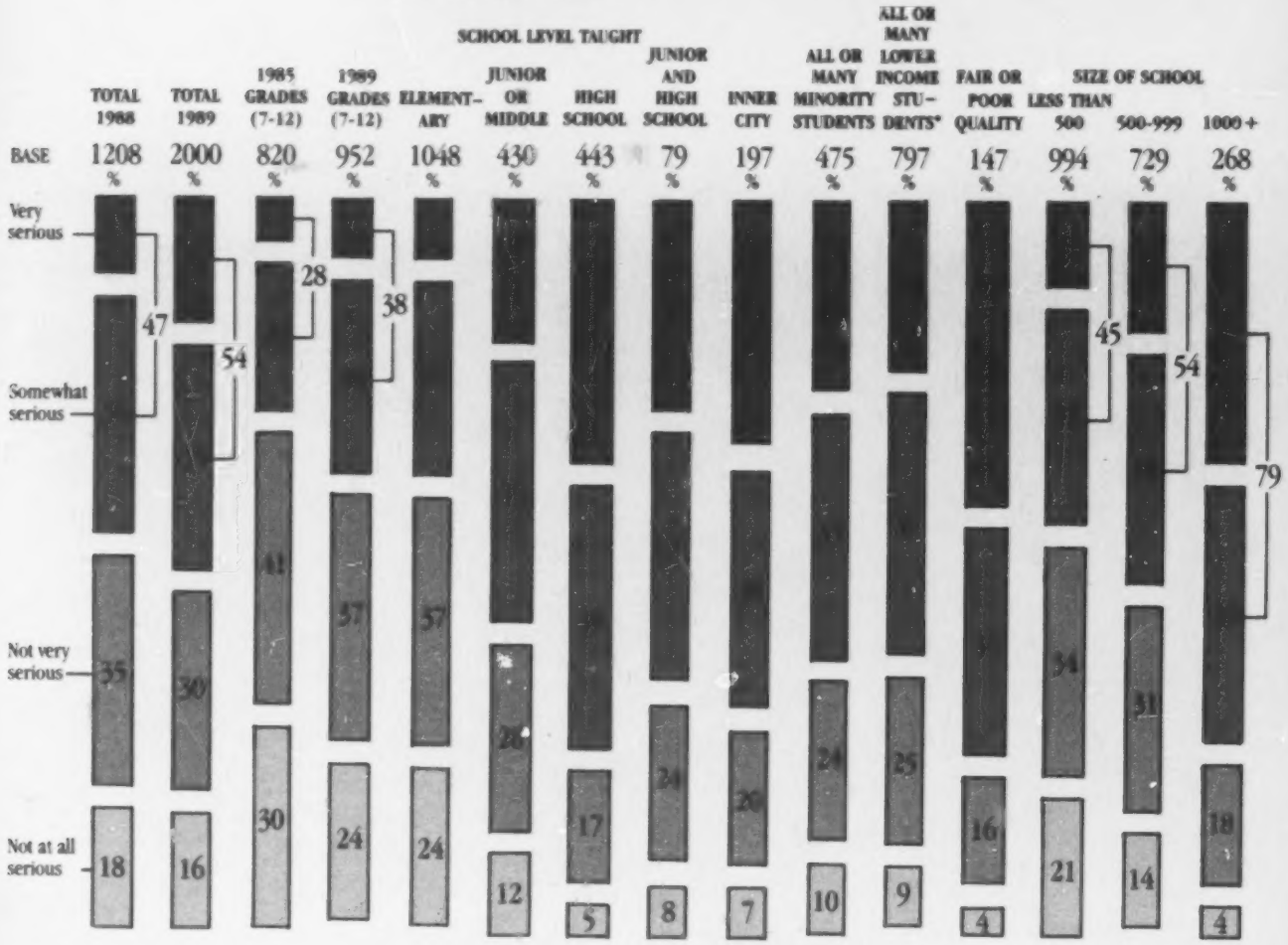
QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... The number of students who lack basic skills.**



*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Table 5-3 *Student Absenteeism is a Worsening Problem*

QUESTION: Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... Student absenteeism.

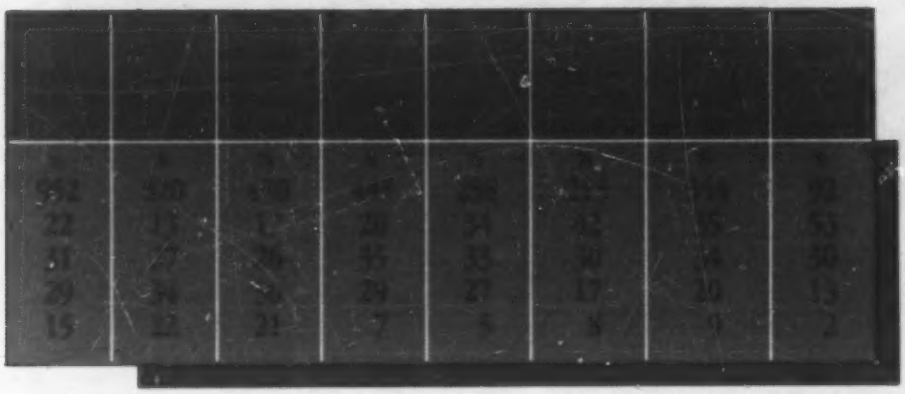


*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Table 5-4 *The Dropout Problem is Worsening*

BASE: Teachers in junior high/middle school or high school or both.

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... The number of dropouts.**



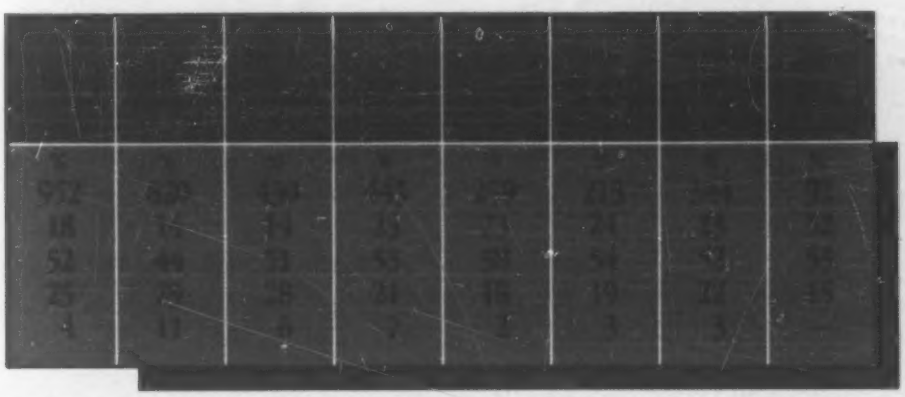
BASE	952	500	452	444	258	242	98	98
Very serious	22	17	12	20	24	32	35	53
Somewhat serious	41	47	36	35	33	30	38	30
Not very serious	20	24	26	28	27	17	20	13
Not at all serious	15	12	21	17	5	8	9	2

*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Table 5-5 *The Student Drug Problem is Worsening*

BASE: Teachers in junior high/middle school or high school or both

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, pleae tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... The number of students using drugs.**



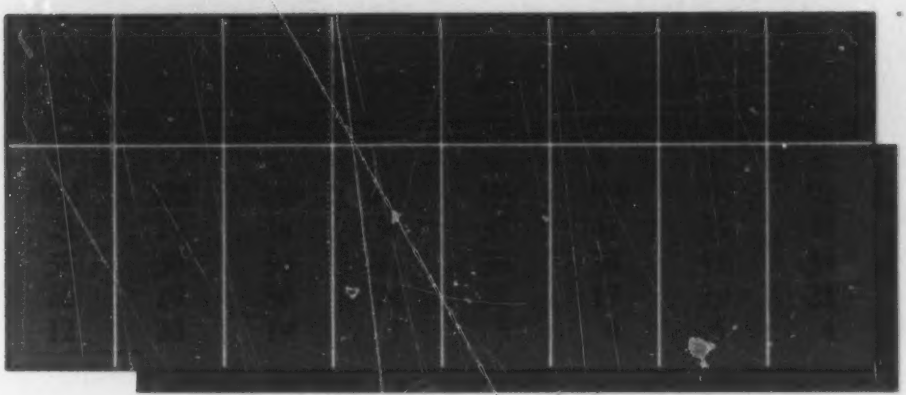
BASE	952	500	452	444	258	242	98	98
Very serious	18	13	23	15	23	24	41	48
Somewhat serious	52	48	55	53	50	54	32	38
Not very serious	25	28	18	26	18	19	20	13
Not at all serious	3	11	3	5	2	3	5	1

*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Table 5-6 *Teenage Pregnancy is a Worsening Problem in Schools*

BASE: Teachers in junior high/middle school or high school or both

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... The number of teenage pregnancies.**



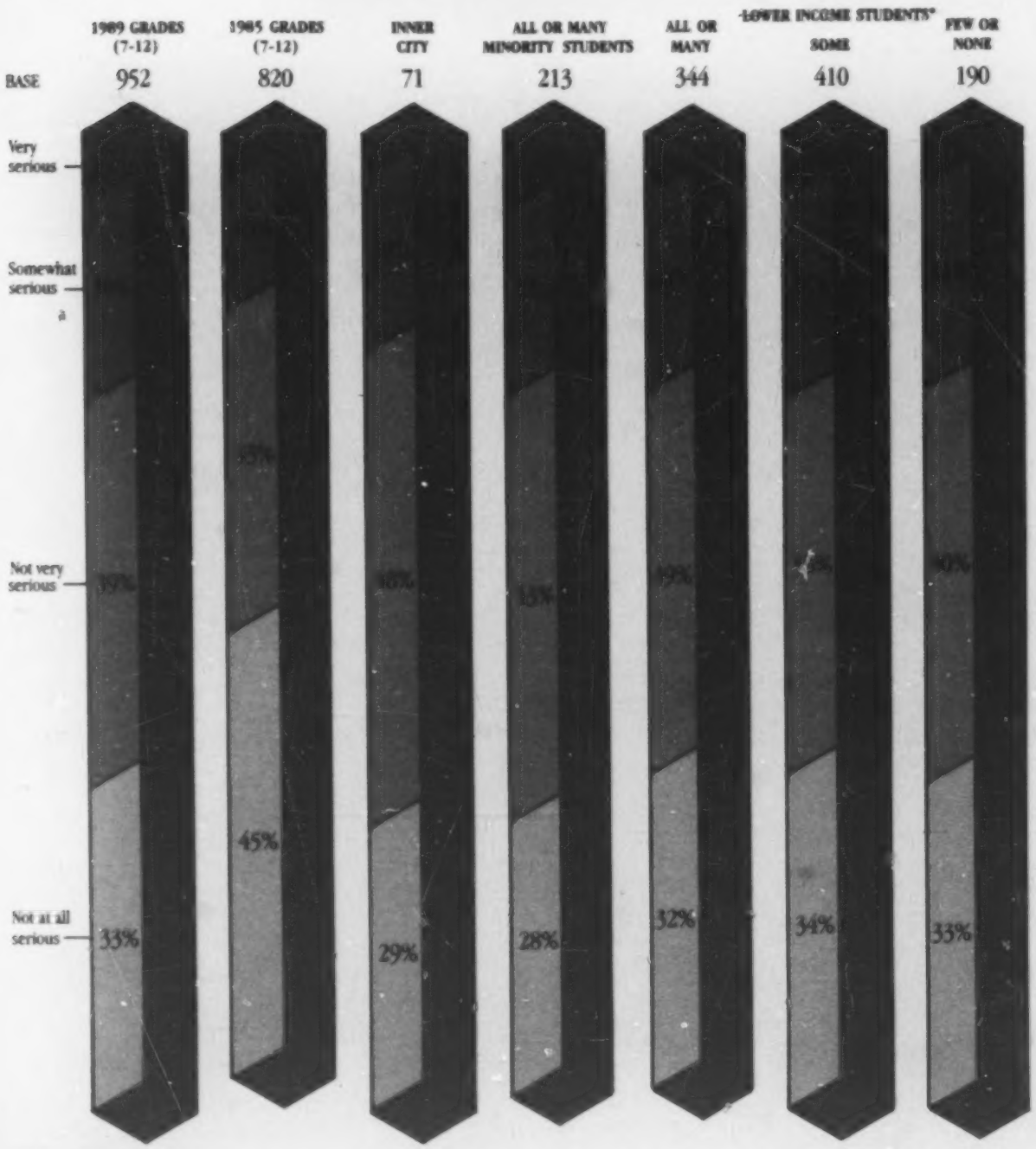
BASE
Very serious
Somewhat serious
Not very serious
Not at all serious

*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Teenage suicide and drinking show different patterns. Teenage suicide is considered a serious problem by relatively equal numbers of teachers in all categories of schools. *Fewer* teachers in inner-city and heavily minority schools consider it a serious problem than in schools outside the inner city and with fewer minority students. The number of lower income students appears to have no impact (Table 5-7).

Table 5-7 *Teen Suicide is Considered a Less Serious Problem in Inner-City and Heavily Minority Schools*

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... The number of teenage suicides.**



*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

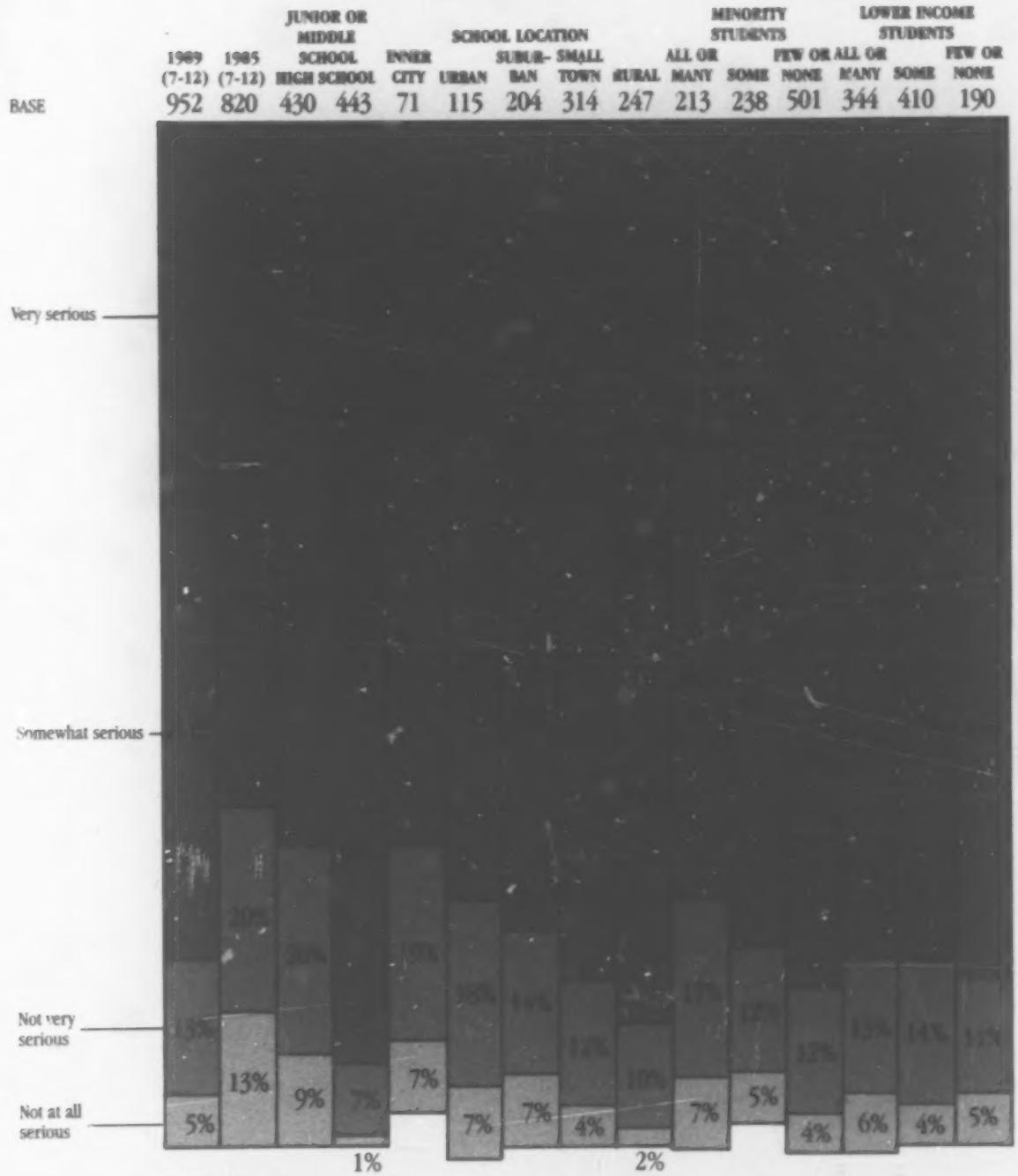
Teenage drinking is considered a serious problem by *more* teachers in high schools (91%), rural schools (87%), and schools with few or no minority students (84%), than in schools in other locations, or in schools with more minority students. It is considered an equally serious problem by teachers with students from all income mixes (Table 5-8).

OBSERVATION: While it should not be surprising that drinking is considered more of a serious problem among high school students than among junior high or middle school students, the ubiquitousness of drinking as a serious student problem has to be considered alarming. Fully 91% of high school teachers think it a serious problem *at their school*, including 51% who think it a very serious problem. Given the ages of the students involved, the fact that 70% of teachers in junior high or middle schools consider drinking by their students to be a serious problem is startling.

The issue of problem drinking in comparison with drug abuse *among adults* is complicated by the reality that alcohol consumption is legal while drug use is illicit. Among almost all high school and all middle school students, alcohol consumption is illegal.

Table 5-8 *Teenage Drinking is a Pervasive Problem*

QUESTION: **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school... The amount of drinking by students.**



*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

PART II: THE FUTURE OF EDUCATION

CHAPTER 6: PROPOSALS TO IMPROVE TEACHING

Teacher Training

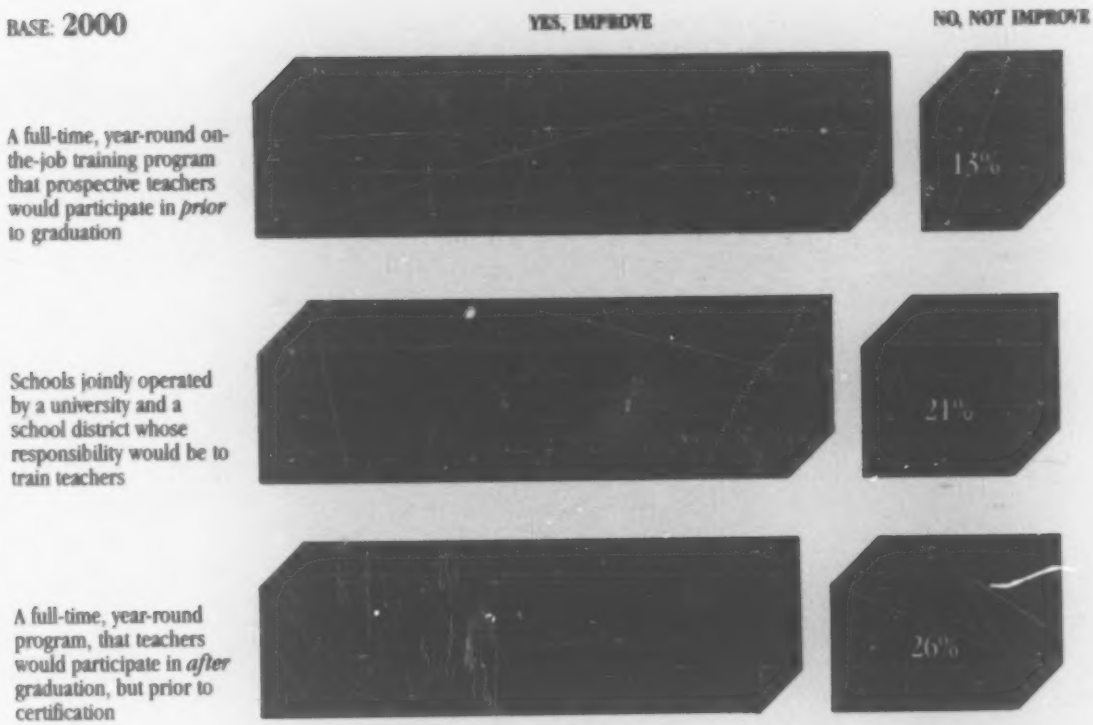
Teachers are very receptive to three alternatives to traditional student teaching programs, with large majorities saying each alternative would improve teacher training. They are most receptive to full-time, year-round, on-the-job training *prior* to graduation.

An overwhelming majority of teachers (86%) think "a full-time, year-round, on-the-job training program that prospective teachers would participate in *prior* to graduation" would improve teacher training. Almost as large is the 77% of teachers who think "schools jointly operated by a university and a school district whose responsibility would be to train teachers" would improve teacher training, and the 72% of teachers who think "a full-time, year-round program that teachers would participate in *after* graduation but prior to certification," would improve teacher training (Table 6-1).

OBSERVATION: With such overwhelming agreement among teachers that alternatives to the current methods of teacher training would improve teacher training, it is hard to imagine that the 1990s will not see some change in the ways teachers are trained. It seems likely that the change will involve more direct involvement between teachers in training and teacher-training institutions, and the public schools.

Table 6-1 *Teachers Think Alternatives to Current Teacher Training Methods Would Improve Teacher Training*

QUESTION: **Some say that alternatives to traditional student teaching programs such as clinical training programs, professional development schools or professional practice schools could be the wave of the future in teacher training. I am going to read to you some ways these programs can be designed. For each, would you tell me if you think it would improve teacher training, or not?**


BASE: 2000
YES, IMPROVE
NO, NOT IMPROVE
A full-time, year-round on-the-job training program that prospective teachers would participate in *prior* to graduation
15%
Schools jointly operated by a university and a school district whose responsibility would be to train teachers
21%
A full-time, year-round program, that teachers would participate in *after* graduation, but prior to certification
26%

Consistent with their view that direct experience is essential to teacher training, teachers support, but are not enthusiastic about, efforts to hire teachers and administrators from outside the teaching profession. About two-thirds (66%) of teachers think allowing school districts to hire talented administrators from fields other than education would help attract and retain good people in teaching. However, only 26% think it would help a lot, 40% think it would help a little, and another one-third (34%) think it would not help at all. Fifty-eight percent think "allowing school districts to hire talented people to teach who are not certified teachers" would help, but only 14% think it would help a lot, 44% think it would help a little, and fully 41% think it would not help at all (Table 6-2).

Table 6-2 *Hiring Non-Educators as Administrators and Teachers Would Help a Little*

QUESTION: **I will now mention some reforms that might be adopted in the future to attract and retain good people in teaching. For each please tell me whether you think that reform would help a lot, help a little, or would not help at all to attract and retain good teachers.**

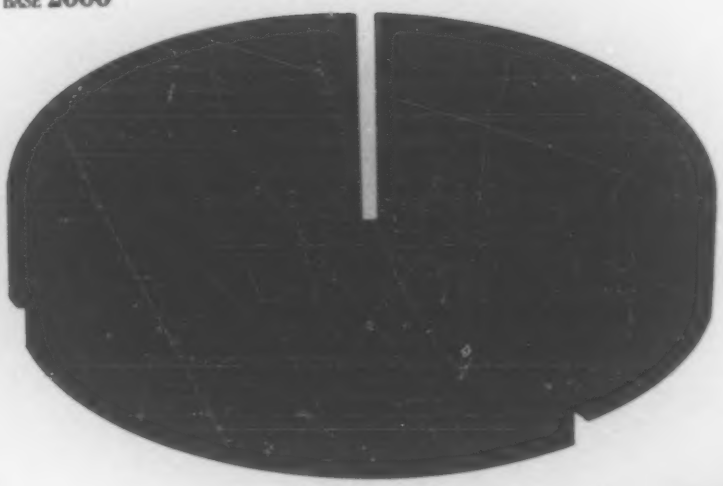
...Allowing school districts to hire talented *administrators* from fields other than education.

...Allowing school districts to hire talented *people to teach* who are not

ADMINISTRATORS

TOTAL

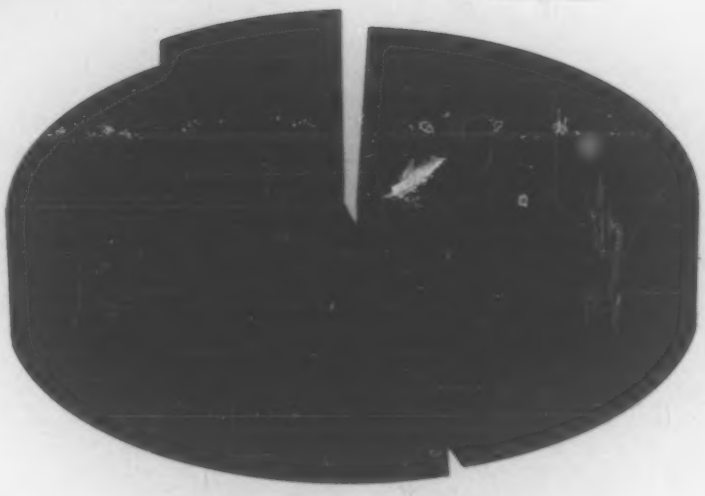
BASE 2000



TEACHERS

TOTAL

BASE 2000

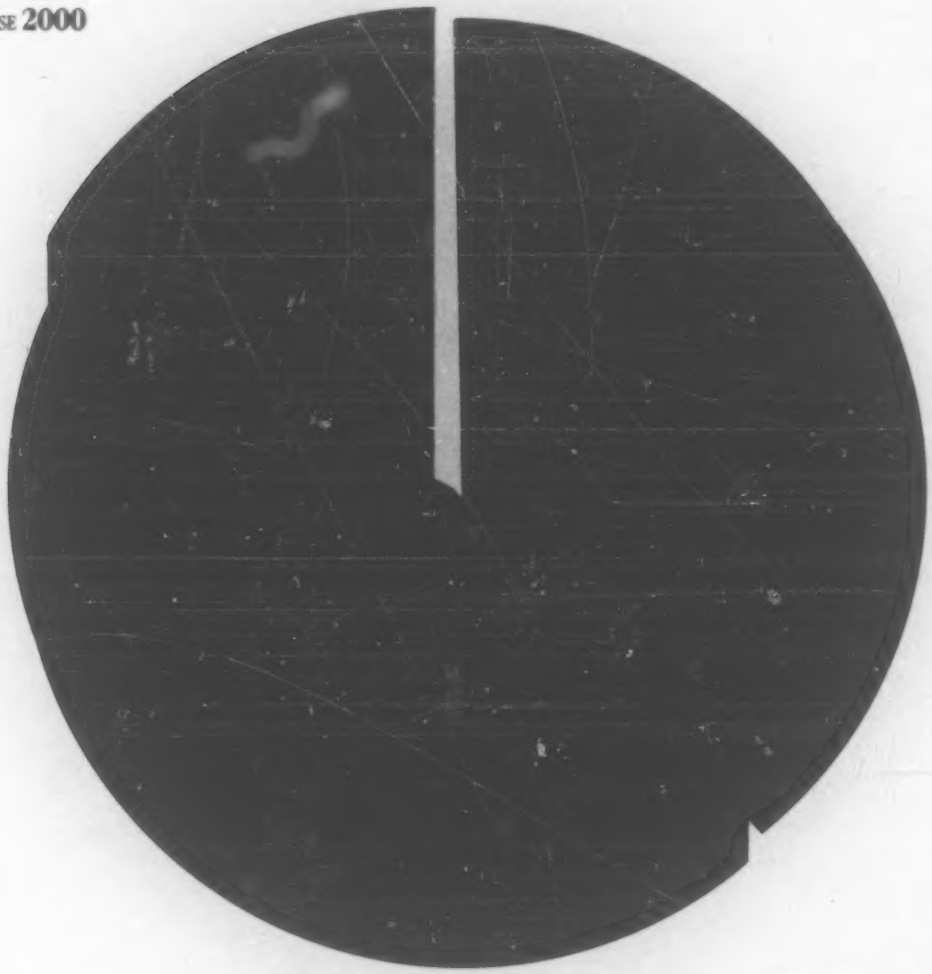


Also consistent with their view of the primacy of what transpires in the classroom, teachers support, but are not enthusiastic about, "requiring periodic retesting of teachers in their subject matter." While 62% think it would help, only 17% think it would help a lot, 45% think it would help a little, and nearly two-fifths (38%) think it would not help at all (Table 6-3).

Table 6-3 *Periodic Retesting of Teachers Would Help a Little*

QUESTION: **I will now mention some reforms that might be adopted in the future to attract and retain good people in teaching. For each please tell me whether you think that reform would help a lot, help a little, or would not help at all to attract and retain good teachers... Requiring *periodic retesting* of teachers in their subject matters.**

TOTAL
BASE 2000



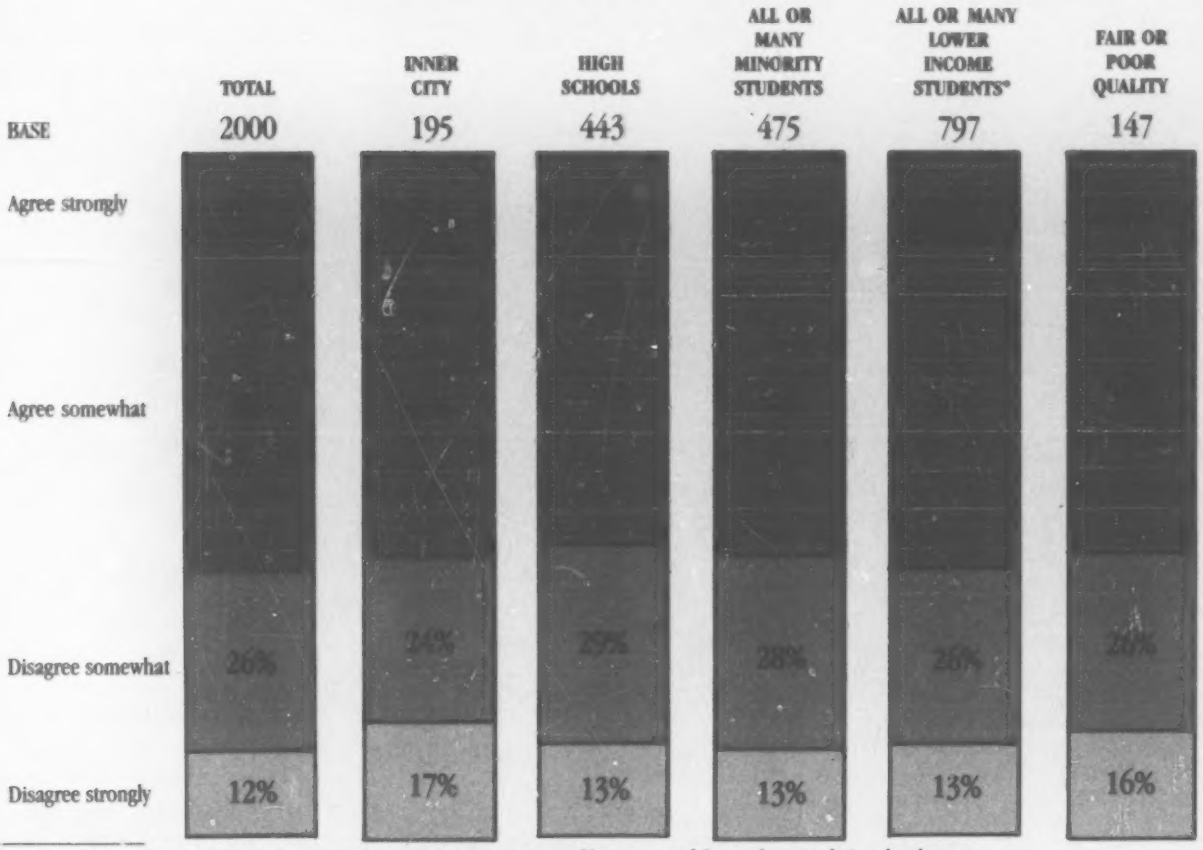
Teachers' Willingness to Accept Accountability

Teachers are ambivalent about being held fully accountable for their students' performance. While 61% agree (only 13% agree strongly) that "ultimately, the teacher should be held accountable for the academic success or failure of the children in his or her class," 38% of teachers disagree, including 12% who disagree strongly. Despite the heavier concentration of problems in high schools, inner-city schools, poorer quality schools, and schools with heavier concentrations and lower income children, teachers in these schools are as willing to accept full accountability as those in less troubled schools (Table 6-4).

Table 6-4 *Should Teachers be Held Accountable for Their Students' Performance?*

QUESTION: **Here are some suggestions people have made about their jobs. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools?**

... Ultimately, the teacher should be held accountable for the academic success or failure of the children in his or her class.



*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Even though teachers may not be willing to accept full accountability for everything, they do want incompetents removed. While 93% of teachers think most of their fellow teachers are dedicated to their work, a similar 95% of teachers think that "making it easier for incompetent teachers to be removed" would help attract and retain good teachers. Nearly three-quarters (73%) of all teachers think this would help a lot. Ninety-six percent of teachers feel the same way about incompetent administrators, with 73% who think making it easier for incompetent administrators to be removed would help a lot (Table 6-5).

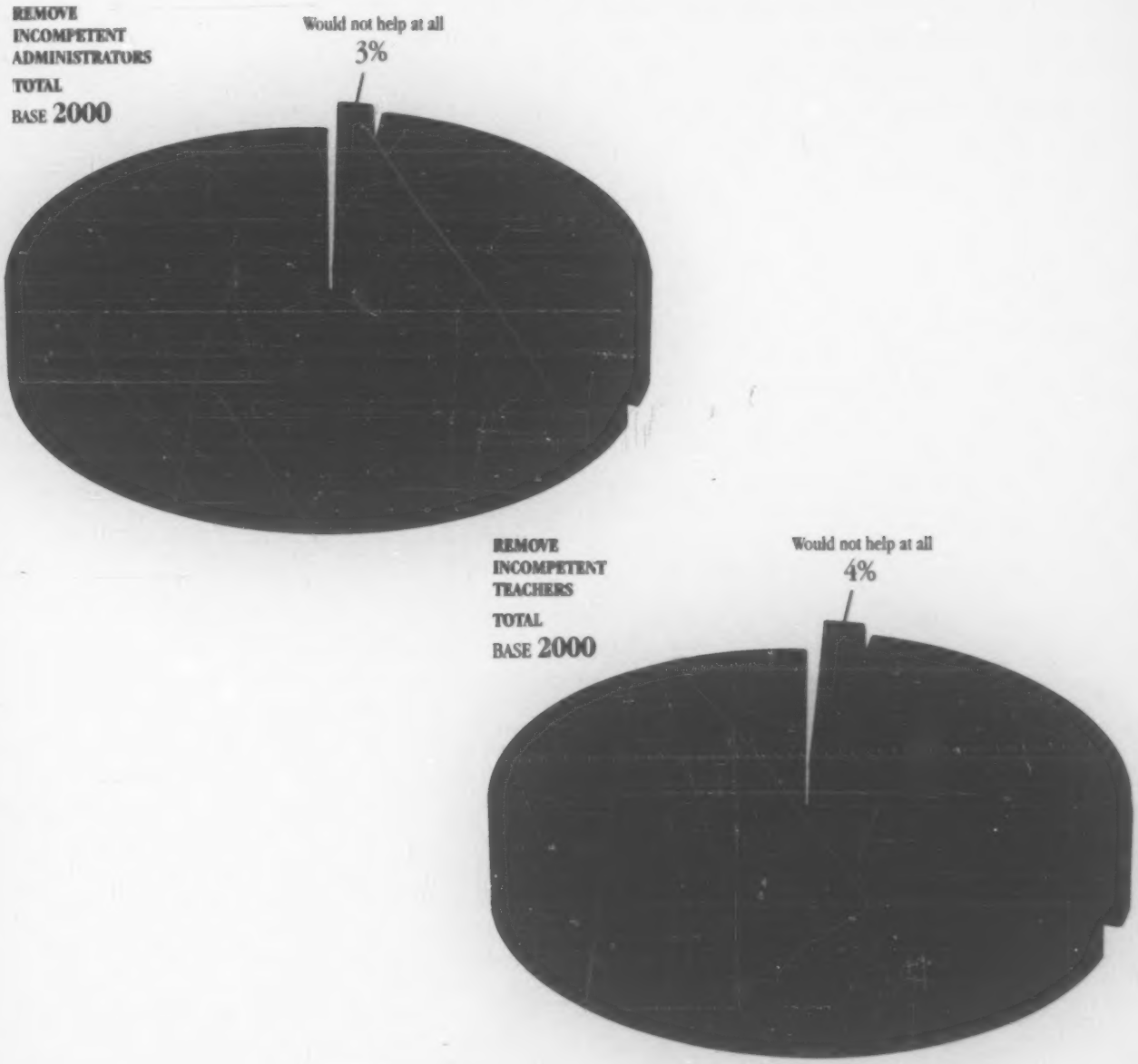
OBSERVATION: **With virtual complete agreement among teachers that incompetent administrators and teachers should be more easily removed, some reform in this area seems likely.**

Table 6-5 *Teachers Want Incompetent Teachers and Administrators Removed*

QUESTION: **I will now mention some reforms that might be adopted in the future to attract and retain good people in teaching. For each please tell me whether you think that reform would help a lot, help a little, or would not help at all to attract and retain good teachers.**

...Making it easier for incompetent *administrators* to be removed.

...Making it easier for incompetent *teachers* to be removed.



CHAPTER 7: PROPOSALS TO STRENGTHEN THE TEACHER-PRINCIPAL RELATIONSHIP

The Rules Governing Schools

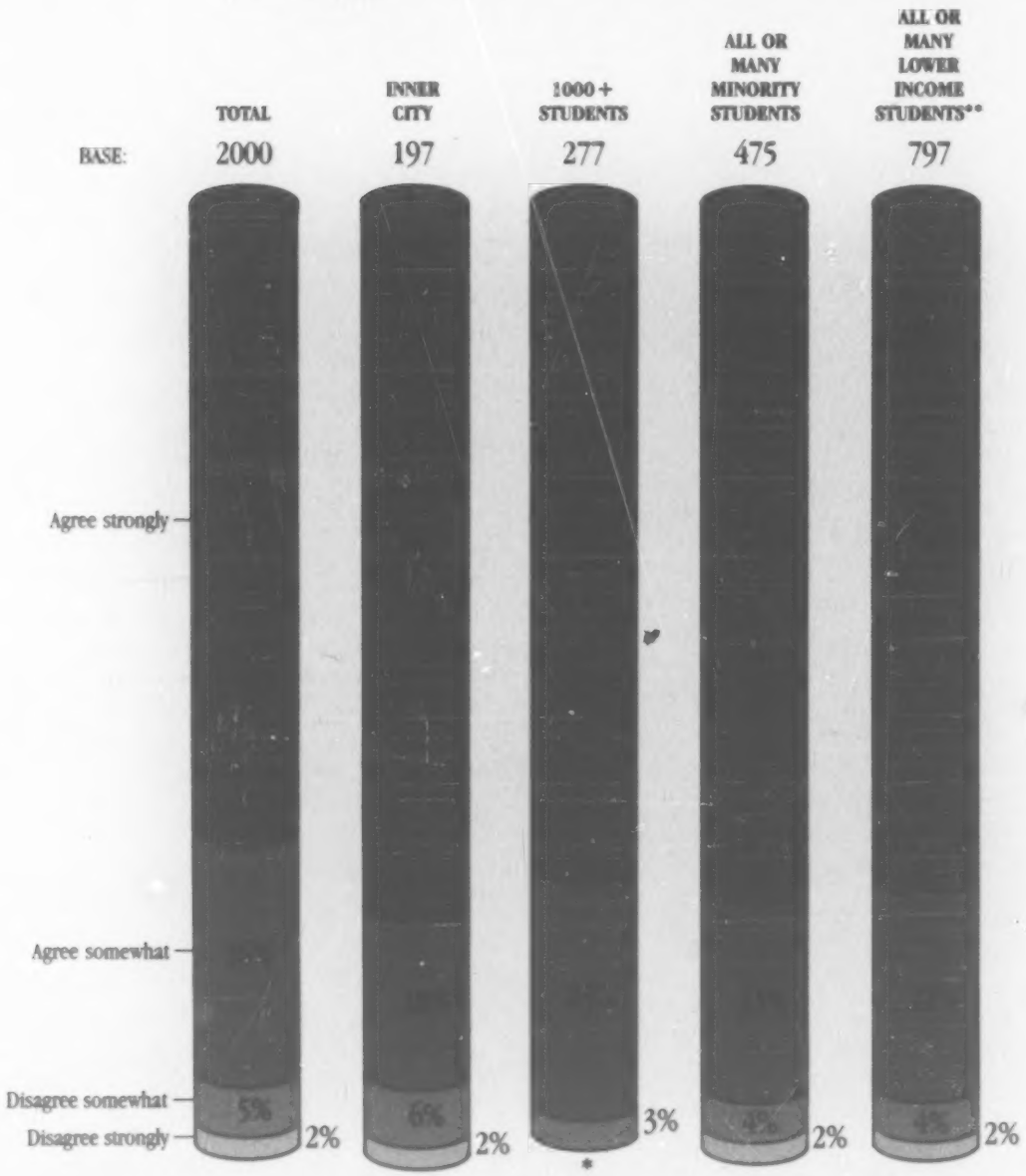
There is widespread support among teachers for the establishment in every school of a leadership committee of principals, teachers, and students to set and enforce rules. Two-thirds (67%) agree strongly with this idea, and another 26% agree somewhat, with only 7% expressing disagreement. More teachers in inner-city schools (75%), schools with 1,000 or more students (70%), and schools with all or many minority (73%) and lower income (72%) students agree strongly with this proposal than do other teachers (Table 7-1).

There is widespread but less strong agreement with the statement that "principals should have greater control over the rules governing their school." Forty percent of teachers agree strongly and another 40% agree somewhat with this statement, with 20% of teachers disagreeing (Table 7-2).

OBSERVATION: While 80% of teachers agree that principals should have greater control over the rules governing their schools, the far greater level of *strong* support for leadership committees including teachers and students (67%), compared with greater control for principals only (40%), is a continuing demonstration of teachers' belief that they should be a part of school-based decision-making. For example, in the 1986 Metropolitan Life survey of the American teacher, 86% agreed strongly with the statement that, "principals should recognize and develop the teachers' leadership potential by involving them in decision-making about school organization and curriculum."

Table 7-1 *Teachers Agree That Leadership Committees Should be Established in Every School*

QUESTION: **Here are some suggestions people have made about improving the role of principals. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly... Every school should establish a leadership committee of principals, teachers, *and students* to set and enforce rules.**



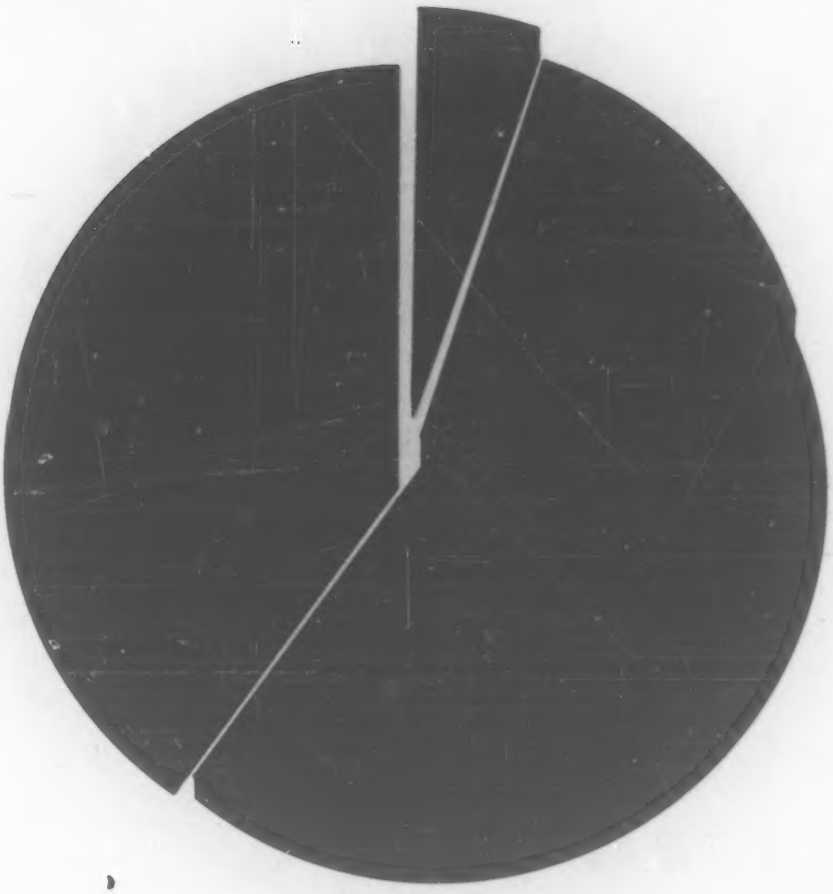
*Less than 0.5%.

**Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Table 7-2 *Principals Should Have Greater Control Over The Rules Governing Their School*

QUESTION: **Here are some suggestions people have made about improving the role of principals. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly... Principals should have greater control over the rules governing their school.**

TOTAL
BASE 2000

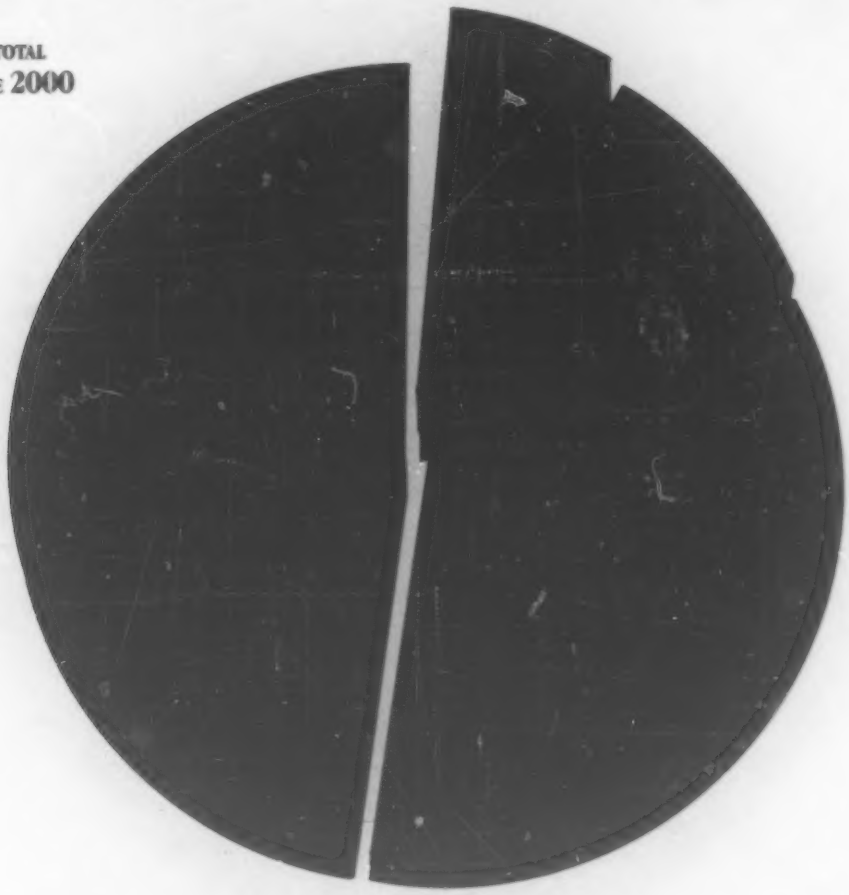


Support is also widespread, although less strong, for the statement, "principals and teachers should share time together after the school day to formally plan staff development, curriculum, and management." Nearly half (48%) of teachers agree strongly, another 35% agree somewhat, and 17% disagree (Table 7-3).

Table 7-3 *Principals and Teachers Should Plan Together*

QUESTION: **Here are some suggestions people have made about improving the role of principals. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly... Principals and teachers should share time together after the school day to formally plan staff development, curriculum and management.**

TOTAL
BASE 2000



Budgetary Decisions and Accountability

Nearly two-thirds (63%) of teachers agree strongly with the statement, "principals ought to share decision-making responsibility for budgetary matters with the superintendent and the school board" — another 29% agree somewhat, and only 8% disagree (Table 7-4).

Perhaps because principals do not have what teachers consider sufficient involvement in decision-making about school rules and budgetary matters, fewer teachers agree with the statement, that "ultimately, the principal should be held accountable for everything that happens to the children in his or her school," than with the five other statements about principals. Only 20% agree strongly and 40% agree somewhat with holding principals accountable for everything that happens to the children in his or her school (Table 7-5).

Teachers' views regarding holding principals fully accountable, are very similar to their views about holding individual teachers fully responsible as discussed in Chapter 6.

Table 7-4 *Principals Should Have a Role in Budgetary Decisions*

QUESTION: **Here are some suggestions people have made about improving the role of principals. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly... Principals ought to share decision making responsibility for budgetary matters with the superintendent and the school board.**

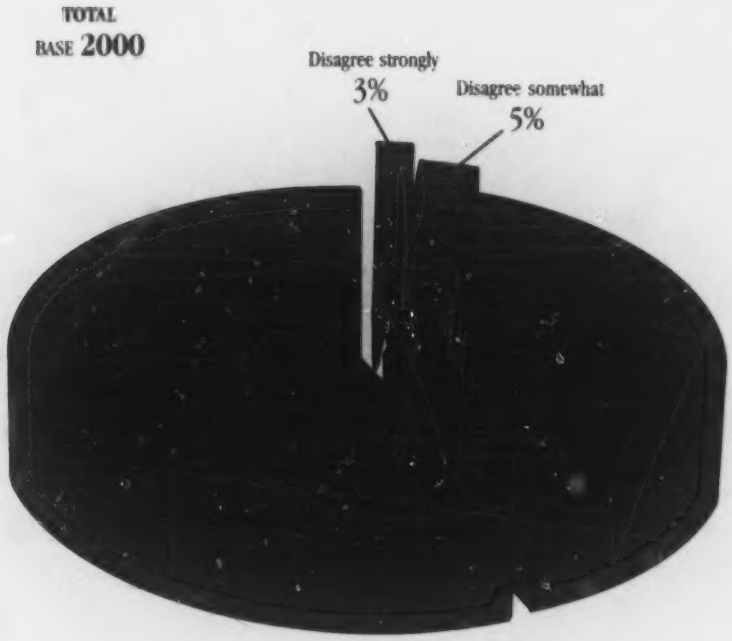


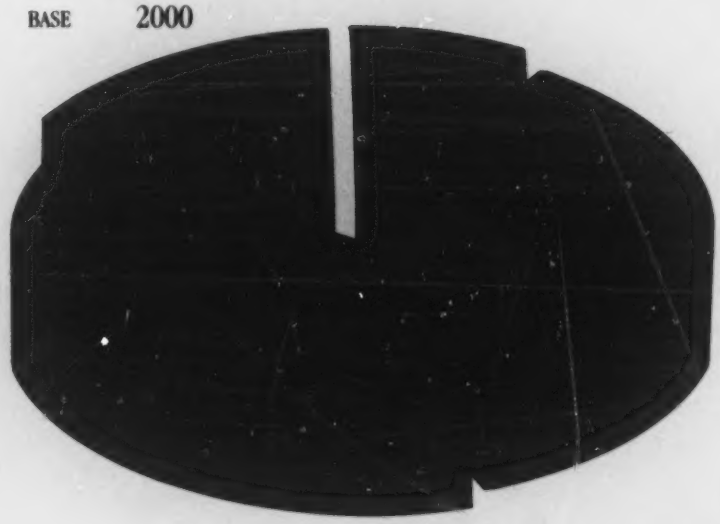
Table 7-5 *Should Principals be Held Accountable for Everything?*

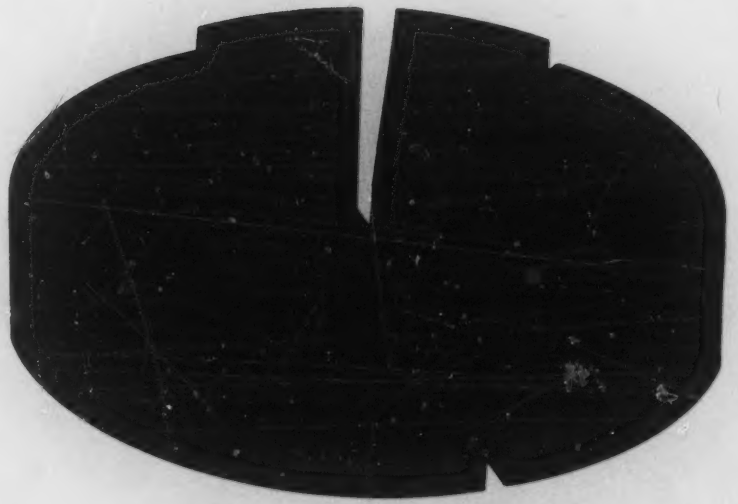
QUESTION: Here are some suggestions people have made about improving the role of principals. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly... Ultimately, the principal should be held accountable for everything that happens to the children in his or her school.

QUESTION: I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools... Ultimately, the teacher should be held accountable for the academic success or failure of the children in his or her class.

HOLD PRINCIPALS ACCOUNTABLE

BASE 2000





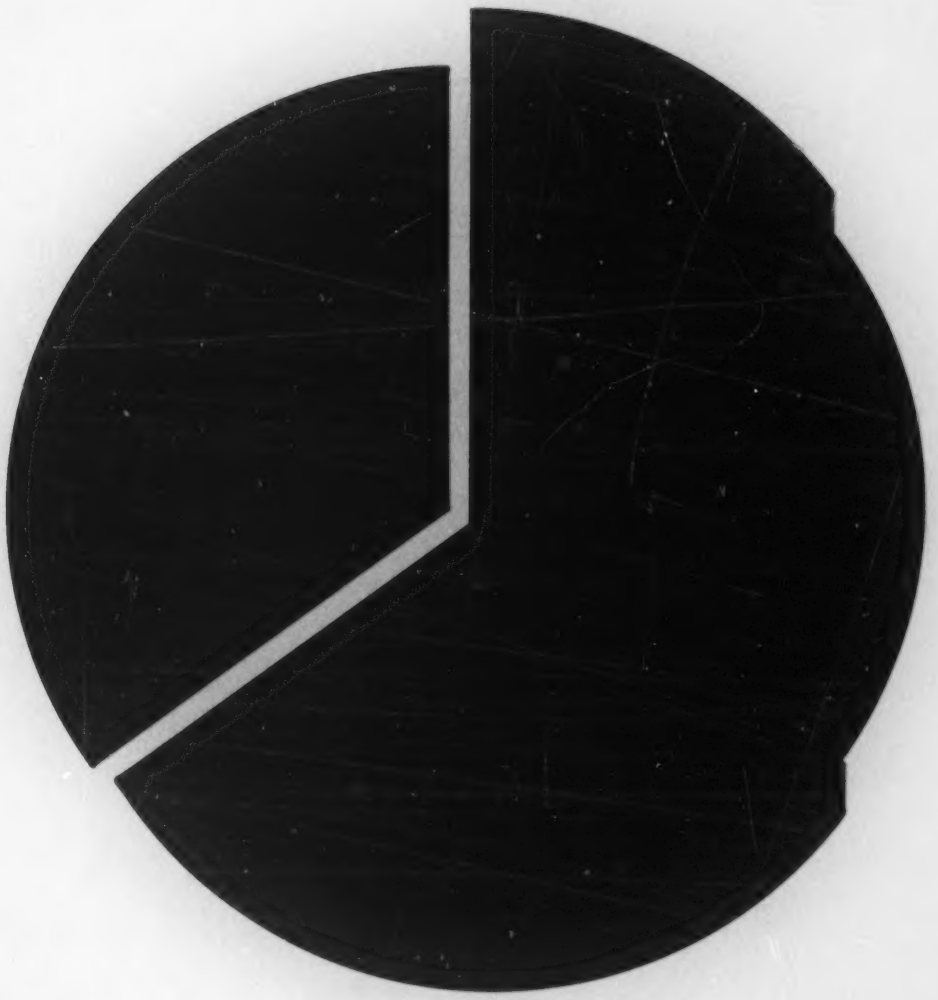
One idea, new to the Metropolitan Life series of teacher surveys, arose during the planning work for the survey when a number of open-ended interviews were held with the teachers around the country. Several teachers voiced concern that principals were becoming too removed from the classroom experience, and suggested that principals should teach at least some classes on a regular basis. About two-thirds of teachers (66%) agree, including 35% who agree strongly, but 34% disagree, including 15% who disagree strongly (Table 7-6).

OBSERVATION: While 34% of teachers disagree with the idea of principals having some regular teaching responsibility, two-thirds' support for a concept which is new to most teachers is considerable.

Table 7-6 *Principals Should Have Some Regular Teaching Responsibility*

QUESTION: **Here are some suggestions people have made about improving the role of principals. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly... Principals should teach at least some classes on a regular basis.**

TOTAL
BASE 2000

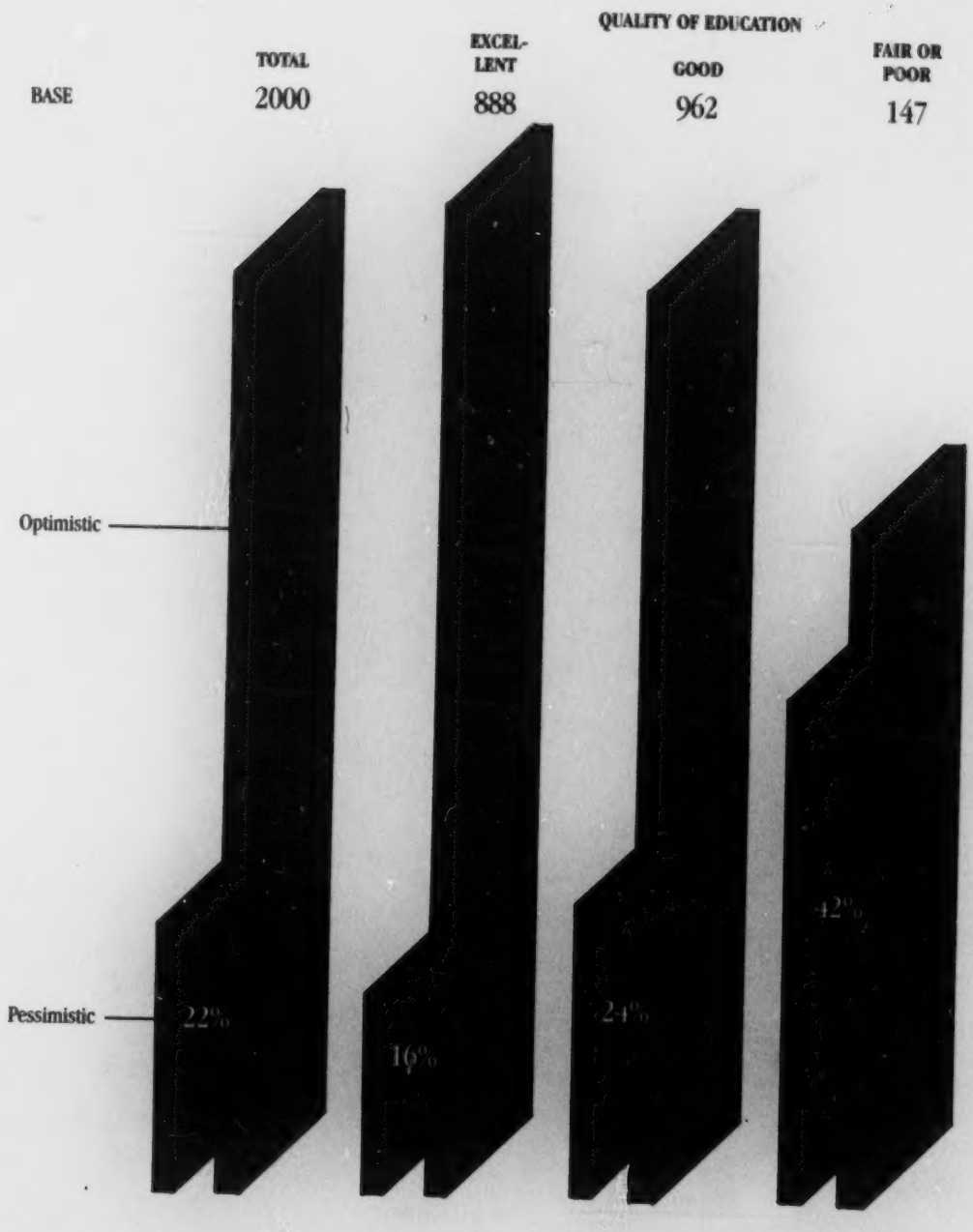


Teachers Are Optimistic About Their Relationship to Principals in the Future

More than three-fourths of teachers (76%) say that, on the whole, they are optimistic that the principal-teacher relationship will be better five years from now. At least 70% of teachers at every school level and location, and with different mixes of students, are optimistic. The one school quality most associated with teacher optimism about the principal-teacher relationship (and six other educational issues) is teachers' rating of the quality of education in their school. While 82% of teachers in schools providing excellent quality education are optimistic about the principal-teacher relationship in 5 years, only 56% in schools providing only fair quality education are optimistic (Table 7-7).

Table 7-7 *Teachers Are Optimistic About the Principal-Teacher Relationship*

QUESTION: **On the whole, are you optimistic or pessimistic that... The principal-teacher relationship... will be better five years from now?**



CHAPTER 8: PROPOSALS TO HELP STUDENTS

What Teachers Want in Their School's Community

Given what they confront as community problems, teachers believe that better job opportunities (33%), less drug and alcohol abuse (29%), and more after school activities (29%) are the changes in their school's communities that would have the most beneficial effect on education in their school. Teachers in small towns (39%) and rural areas (44%) name better job opportunities more often than teachers in inner-city and urban settings, who name less drug and alcohol abuse; and suburban settings — teachers there name more after-school activities as having the most beneficial effect on education. Better health and less crime were each named by only 4% of teachers. Less crime was named by 14% of teachers in inner-city schools and by 11% of teachers in schools with all or many minority students (Table 8-1).

What Teachers Want in Their Schools

Teachers are concerned that schools, as currently organized, are not fully equipped to deal with the worsening social problems they confront. More than three-fourths (77%) of teachers think that overall government funding for education in their school is *insufficient* (Table 8-2). If there was no increase in overall funding for schools, 90% of teachers would prefer to see fewer mandated programs and more money to general education, rather than more mandated programs and less money to general education (Table 8-3). On both these questions, teachers in all kinds of schools are in agreement.

Table 8-1 *The Community Change That Would Have the Most Beneficial Effect on Education*

QUESTION: **Which *one* of the following changes in your school's community would have the most beneficial effect on education in your school?**

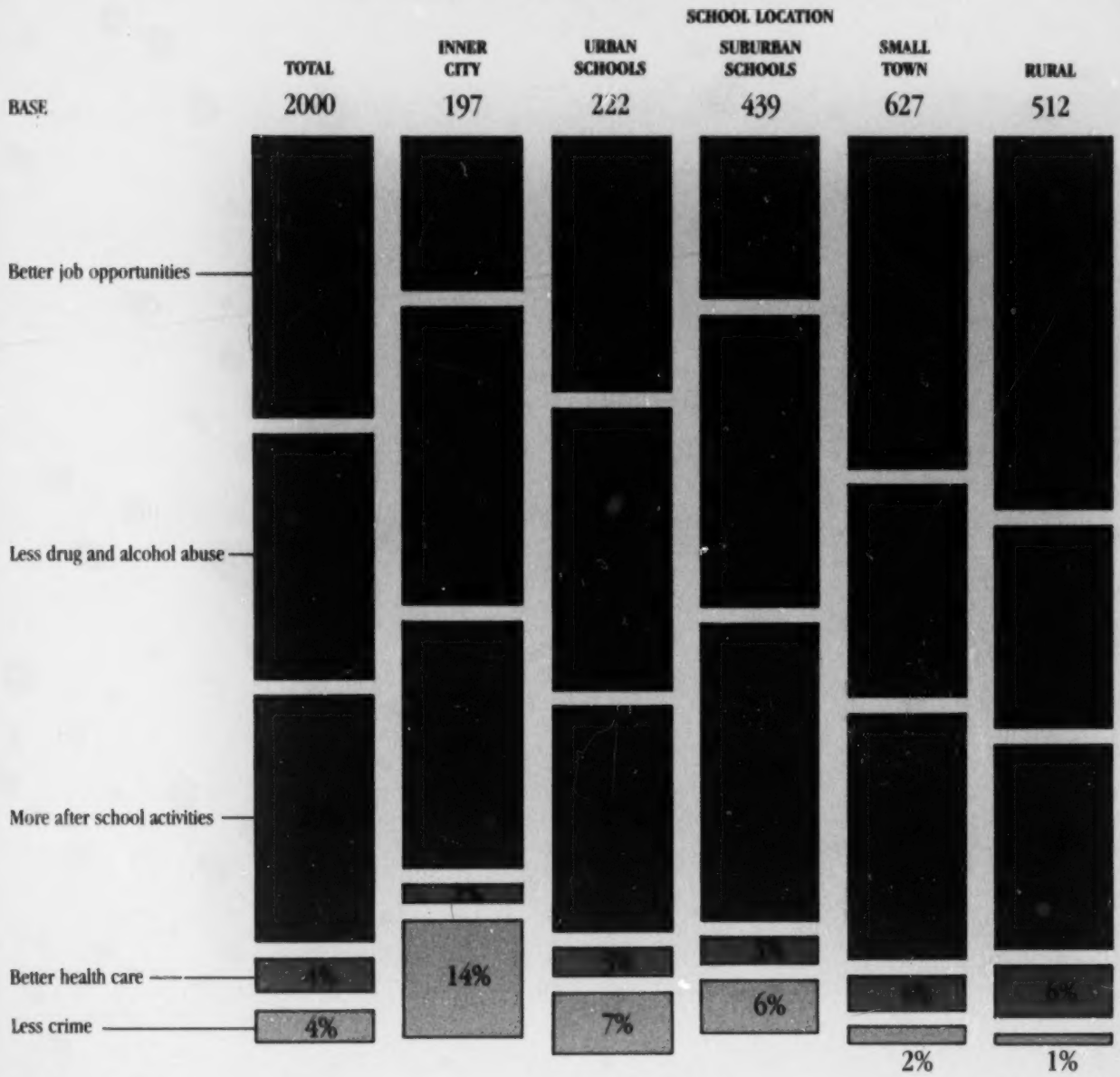


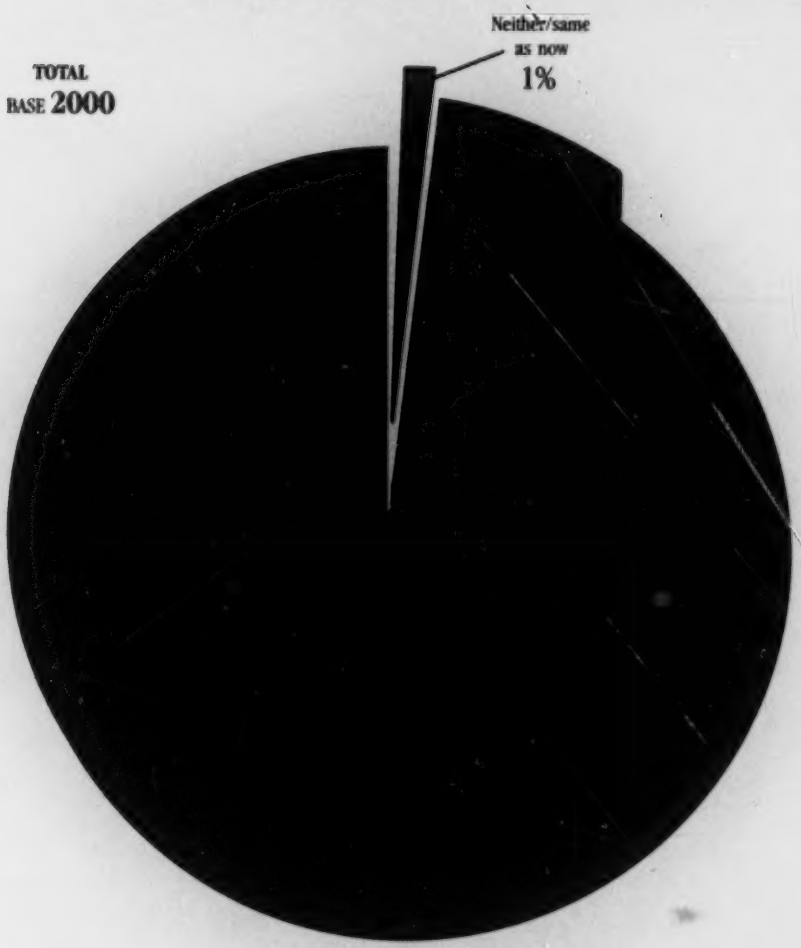
Table 8-2 *Teachers Think School Funding is Insufficient*

QUESTION: **Do you think overall government funding for education in your school is sufficient or not?**

TOTAL
BASE 2000

Table 8-3 *Teachers Prefer More Money for General Education Purposes*

QUESTION: **If there was no increase in funding, would you prefer to see *fewer* special government-mandated programs with more money available for general education purposes, *OR more* special government-mandated programs and *less* money available for general education?**

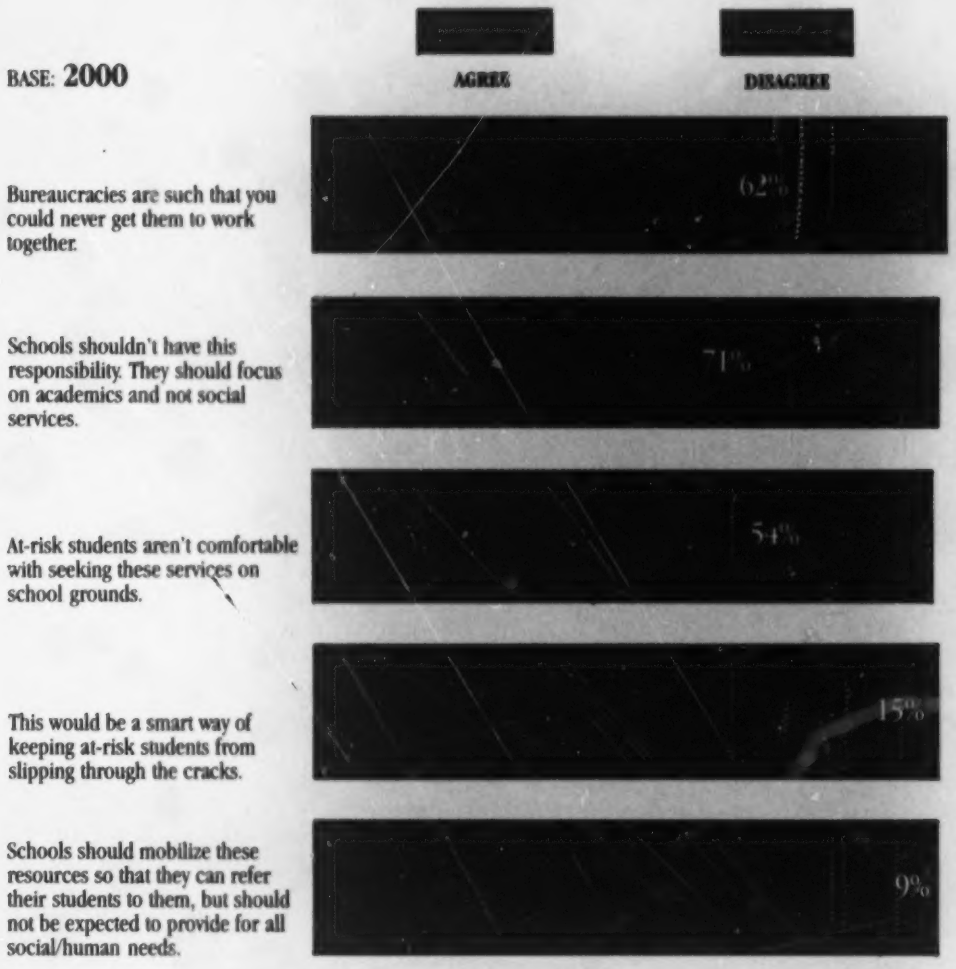


Integrated, Collaborative Social Services

One idea which might be tried in the 1990s to respond to the mounting problems of at-risk students is integrated, collaborative health, education, and social services in schools. A large majority of teachers think schools should be an access and referral point for social services. Only 28% of teachers think "schools shouldn't have this responsibility, they should focus on academics and not social services." On the contrary, 84% agree "this would be a smart way of keeping at-risk students from slipping through the cracks." Fully 90% agree "schools should mobilize these resources so that they can refer their students to them. but should not be expected to provide for all social/human needs." Two sources of skepticism about the feasibility of these services exist among minorities of teachers: 44% think "at-risk students aren't comfortable with seeking these services on school grounds," and 37% think "bureaucracies are such that you could never get them to work together" (Table 8-4).

Table 8-4 *Teachers Want Integrated Social and Educational Services in Schools*

QUESTION: **As the problems of at-risk students mount, some say that in the future integrated, collaborative health, education and social services in schools will be the key to helping these students. Please tell me if you agree or disagree with each of the following statements about integrated services in schools.**


BASE: 2000
AGREE
DISAGREE
Bureaucracies are such that you could never get them to work together.
62%
Schools shouldn't have this responsibility. They should focus on academics and not social services.
71%
At-risk students aren't comfortable with seeking these services on school grounds.
54%
This would be a smart way of keeping at-risk students from slipping through the cracks.
15%
Schools should mobilize these resources so that they can refer their students to them, but should not be expected to provide for all social/human needs.
9%

Consistent with their sense of the need for social services to deal with growing social problems, when asked which two services they would most like to see have added funding in their school, social workers and family services were named by 40% of teachers, and guidance counselors were named by 31%. Two educational programs, one for high-achieving students, and one for low-achieving students, were named by about one-third of teachers: gifted and talented programs (30%) and remedial programs (32%). Two other education programs, arts programs (17%) and special education (15%), were chosen by about half as many teachers. Health services were chosen by 7% of teachers and sports programs by only 4% of teachers (Table 8-5).

Table 8-5 *The Services Teachers Would Like to Have More Of*

QUESTION: **In the future, which *two* of the following services would you most like to see have added funding in *your* school?**

	%	%	%	%
BASE	2000	1048	430	423
Social workers and family services	40	45	36	29
Remedial programs	32	34	28	31
Guidance counselors	31	38	26	18
Gifted and talented programs	30	26	33	36
Job training	23	12	32	39
Arts programs	17	18	17	16
Special education	15	17	13	11
Health services	7	7	8	6
Sports programs	4	3	6	6

Linking Students to Jobs

Because elementary school teachers were included, job training was the fifth choice, chosen by 23%. As discussed earlier, teachers named better job opportunities in their community as potentially having the most beneficial impact on education in their school. Among high school teachers, job training is the service chosen most often for added funding — by 39% (Table 8-5).

More specifically, 98% of teachers think "providing more direct links to job training and jobs" would help in students' transition to work, including 72% who think it would help a lot. Similarly, 98% think "bringing working people into schools to discuss their careers with students" would help, including a lower, but still substantial, 64% who think it would help a lot (Table 8-6).

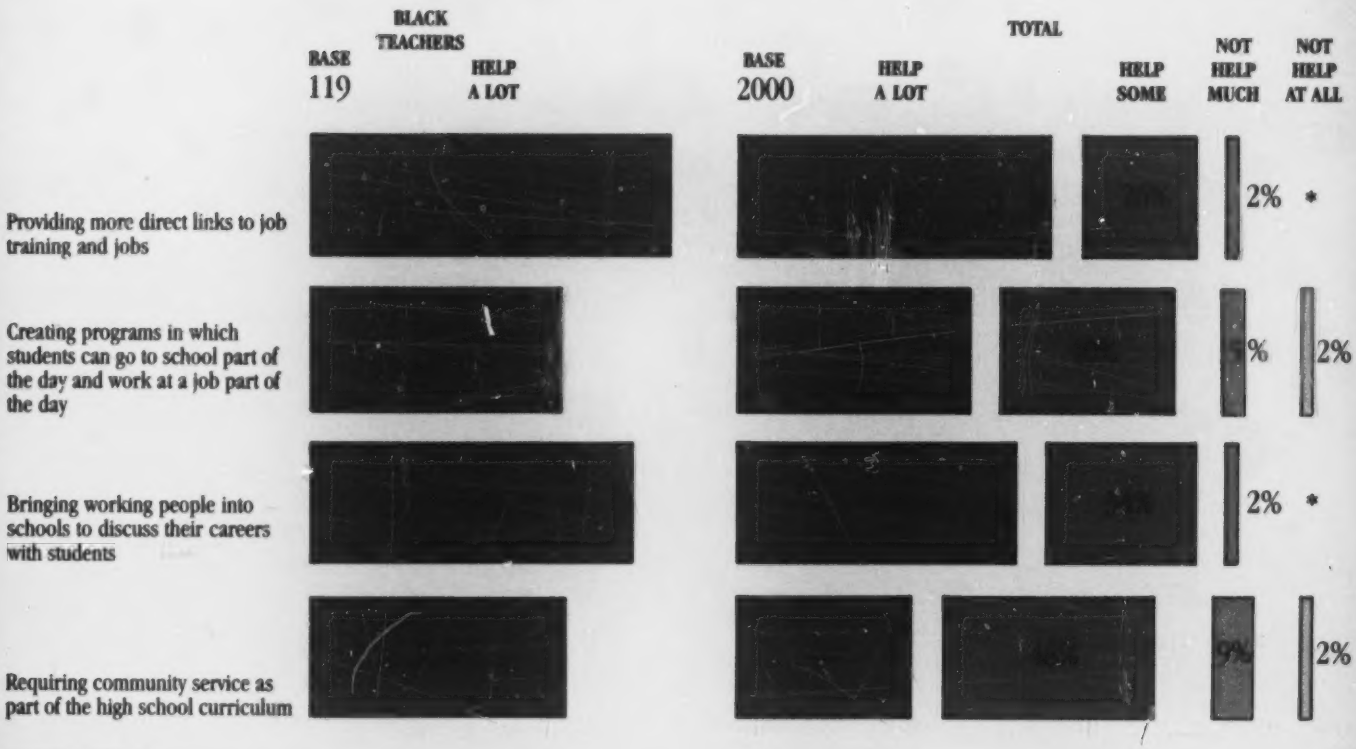
Work-related programs which involve using part of the school day meet with large but somewhat less enthusiastic approval. The percentage of teachers who think "creating programs in which students can go to school part of the day and work at a job part of the day" would help a lot is 53%, and is 40% for "requiring community service as part of the high school curriculum."

Black teachers are likelier than others to think that each of the four ways to link students to jobs would help a lot (Table 8-6).

OBSERVATION: Teachers appear to believe that the schools should be playing a greater role in linking their troubled students to the services they need. They are less convinced that schools should be providing all services to students in school during the school day. The almost unanimous agreement that schools should mobilize integrated social and educational services so they can *refer* students to them, and that it would be helpful for schools to provide more direct *links* to job training and jobs, reflects teachers' hopes that schools play this kind of role in the future. That fewer teachers think that students should use part of their day for work or community service reflects their view that schools and the school day should not be expected to provide for all human and social needs.

Table 8-6 *Teachers' Views on How to Help Students Make the Transition to Work*

QUESTION: **Here are some programs that might help students make the transition to work. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all in students' transition to work?**


BLACK TEACHERS
BASE 119
HELP A LOT
TOTAL
BASE 2000
HELP A LOT
HELP SOME
NOT HELP MUCH
NOT HELP AT ALL
Providing more direct links to job training and jobs
2%
*
Creating programs in which students can go to school part of the day and work at a job part of the day
2%
Bringing working people into schools to discuss their careers with students
2%
*
Requiring community service as part of the high school curriculum
2%

*Less than 0.5%.

Other Ways to Improve Education

Teachers' willingness to consider change is revealed throughout this survey. They continue to think that "developing different approaches to education outside the traditional school" would help improve education. Ninety-one percent of teachers think it would help, including 40% who think it would help a lot. This is virtually unchanged from 1987. Ninety-one percent also think "restructuring classes on the basis of proficiency instead of age" would help, and 86% think "increasing the number of students who study such things as computer literacy and foreign languages" would help. The level of support for these proposals is strong in all types of schools (Table 8-7).

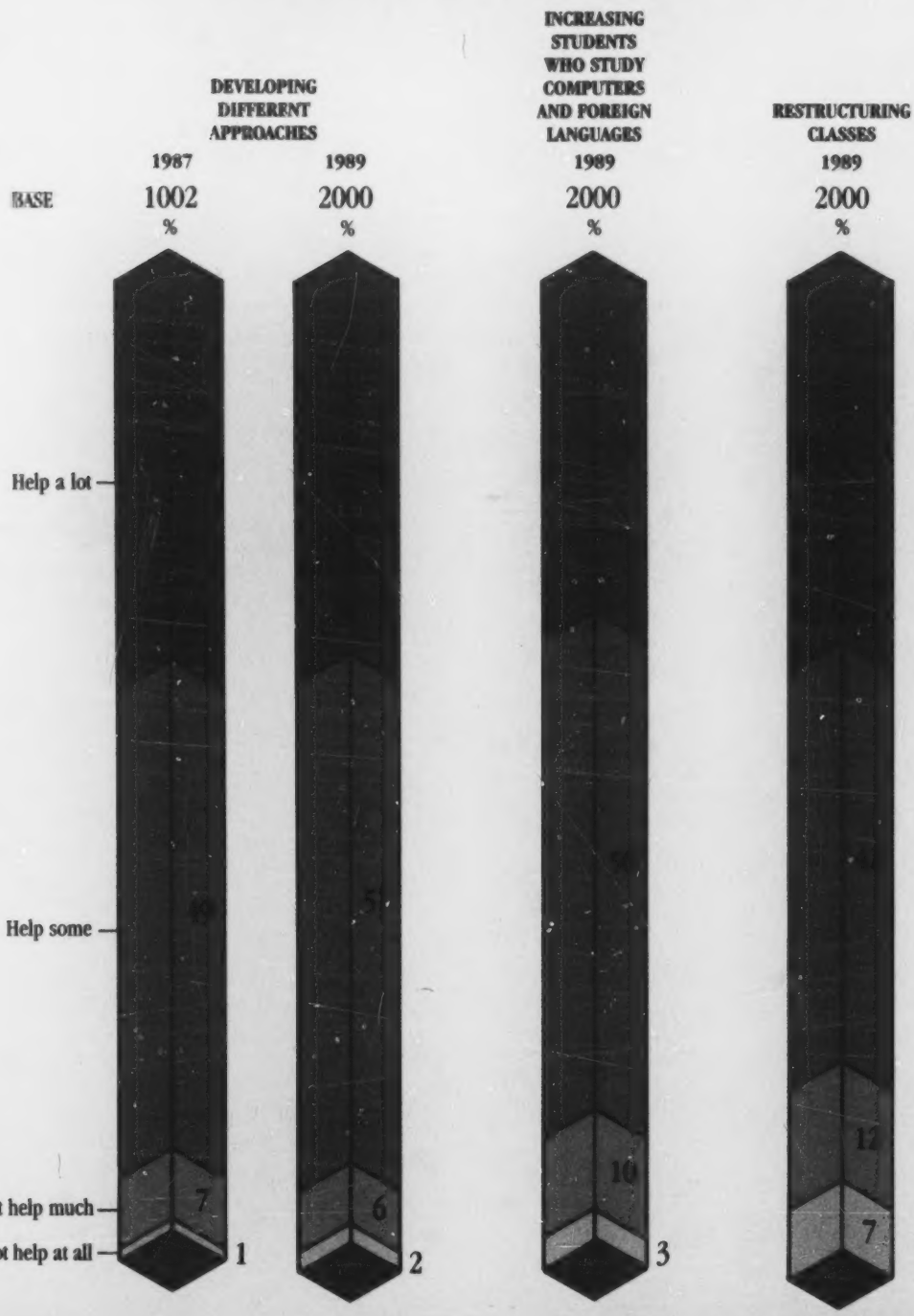
Table 8-7 *Teachers Support Three Other Educational Changes*

QUESTION: **Here are some more suggestions that might possibly improve education in the future. For each tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education?**

... Developing different approaches to education outside the traditional school.

... Increasing the number of students who study such things as computer literacy and foreign languages.

... Restructuring classes on the basis of proficiency instead of age.



The question of restructuring classes on the basis of proficiency instead of age divides teachers, based on some of the same basic variables that have been relevant to earlier questions: school level, school location, school sizes, student mix, and school quality.

As students progress through school, the range of student proficiency at the same age widens. Recognizing this, while 77% of elementary school teachers think restructuring classes on the basis of proficiency instead of age would help, 88% of high school teachers think so. Teachers in inner-city schools (44%), schools with high proportions of minority students (48%), and lower income students (46%), fair or poor schools (51%), and schools with 1,000 or more students (44%) are likelier than others to think that classes structured by student proficiency, rather than age, would *help a lot* (Table 8-8).

Table 8-8 *The Schools Where Teachers Think Proficiency Based Classes Would Help a Lot*

QUESTION: **Here are some more suggestions that might possibly improve education in the future. For each tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education... Restructuring classes on the basis of proficiency instead of age.**

BASE	% 2000	% 1048	% 430	% 443	% 197	% 475	% 797	% 147	% 477
Help a lot	39	39	38	40	44	48	46	51	44
Help some	42	38	45	48	38	35	37	38	41
Not help much	12	15	10	9	9	10	11	8	11
Not help at all	7	8	6	3	8	7	6	4	3

*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Increasing the Choice of Schools

In 1987, teachers expressed ambivalence about giving parents a choice of several different public schools for their child. While about two-thirds thought that competition between schools to attract students would force schools to improve, and that having a choice would mean that children could go to a school best suited to their needs, three-fourths of teachers were worried that the rich would benefit the most, and children going to unpopular schools would lose out. Ambivalence among teachers about school choice remains. Asked simply if "allowing parents and students to choose the school the students want to attend" would help improve education, 53% said it would help and 46% said it would not help. These are virtually the same percentages as last year, when teachers were asked if it would help overcome students' educational disadvantages. Fewer teachers think it would help a lot (15%) than think it would not help at all (22%) (Table 8-9).

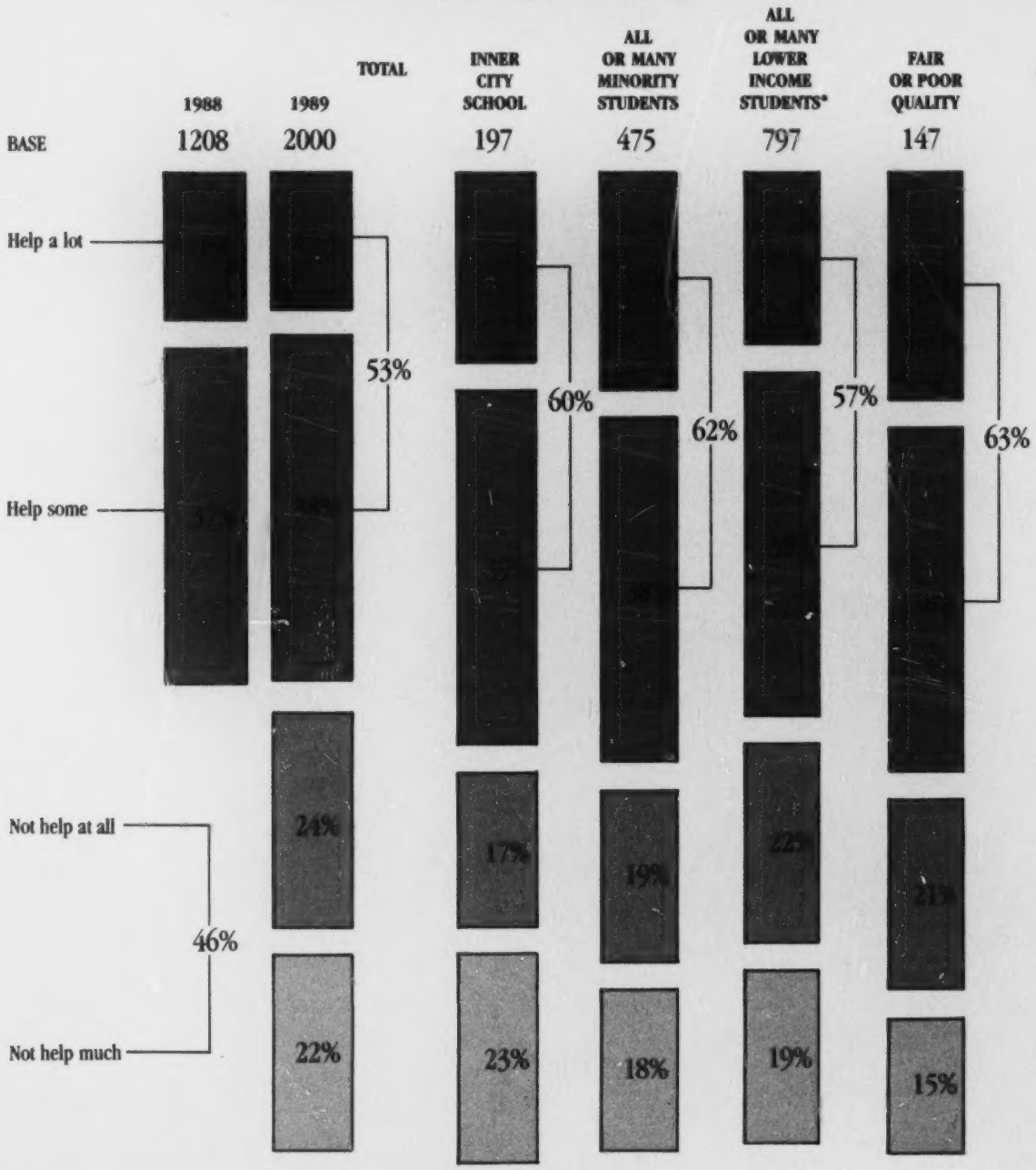
Ironically, while teachers worried in 1987 that permitting parents to choose their children's schools might adversely affect poorer students, higher proportions of teachers in inner-city schools (60%), and heavily minority (62%) and lower income schools (57%) think it would help, than do teachers in other schools. Fully 63% of teachers in fair or poor schools think it would help, including 25% who think it would help a lot.

Magnet Schools

Related to the question of choice is the issue of establishing magnet or regional schools with specialized curricula. While teachers' views about school choice are unchanged from last year to this, the strength of their views about magnet schools appear to be changed. Last year, 86% thought magnet schools with specialized curricula would help students overcome educational disadvantages; this year, 84% think it would help improve education. However, last year, 48% thought magnet schools would help a lot; this year, 32% think they would help a lot. While the overall differences are not great, once again it is teachers in the most troubled schools with the highest proportions of lower income and minority students who think this educational change would help a lot (Table 8-10).

Table 8-9 *Teachers Are Ambivalent About Permitting Parents and Students to Choose Schools*

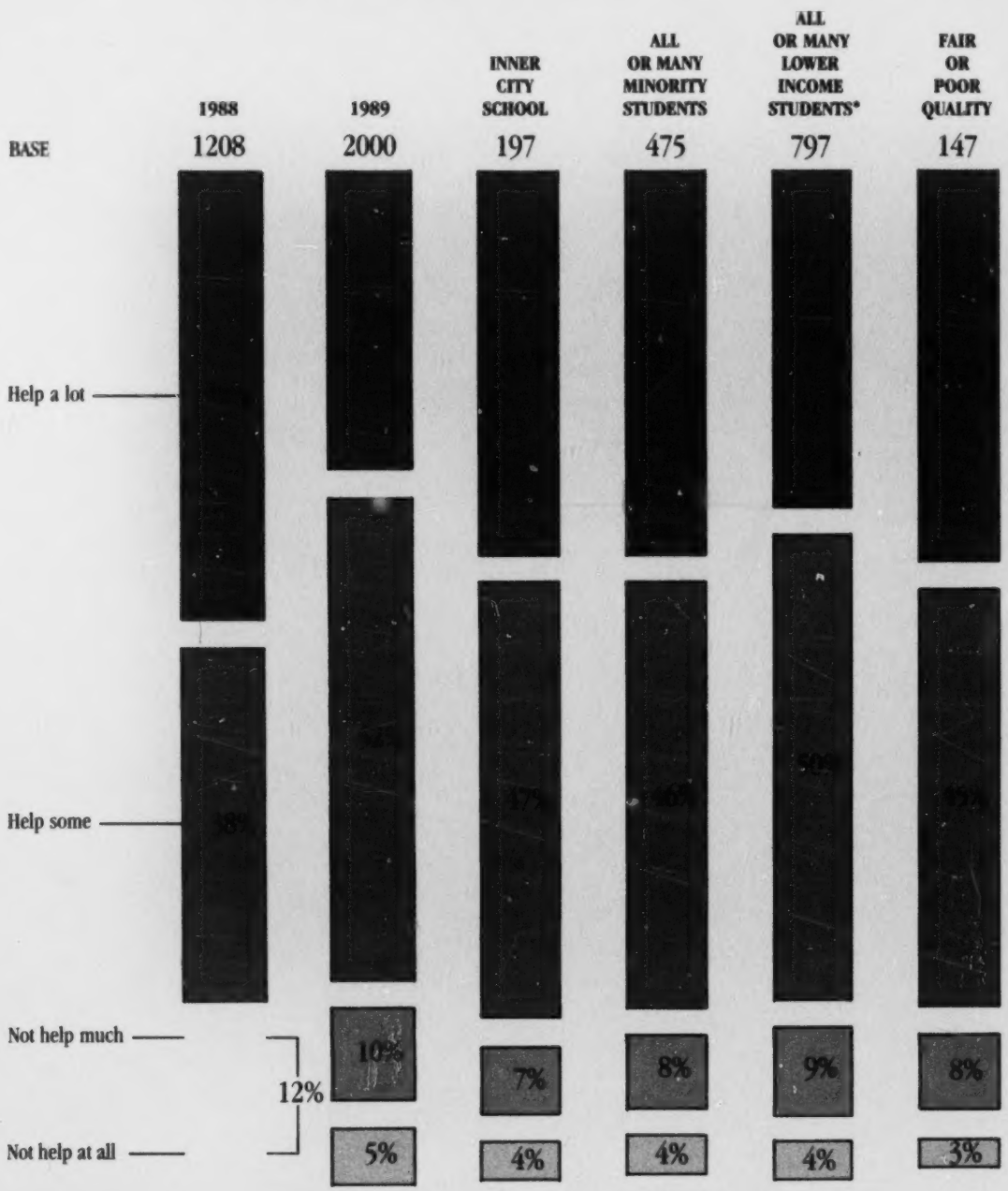
QUESTION: **Here are some more suggestions that might possibly improve education in the future. For each tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education... Allowing parents and students to choose the school the students want to attend.**



*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Table 8-10 *Fewer Teachers Think Magnet Schools Would Help a Lot*

QUESTION: **Here are some more suggestions that might possibly improve education in the future. For each tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education... Establishing magnet or regional schools with specialized curricula.**



*Analysis by "student income" is based on the teachers' perceptions of how many of the students in their schools come from "families whose income is below the average of the community." Clearly, this is only a somewhat crude estimate.

Teachers Are Optimistic About Educational Changes and Student Performance in the Future

About two-thirds of America's public school teachers look to the 1990s with optimism about how education will change. On the whole, 69% are optimistic that educational changes will be better five years from now, and 64% are optimistic that the educational performance of students will be better. While teachers in inner-city, heavily minority, and lower income schools are marginally more optimistic about educational changes than other teachers, teachers who rate their school's educational quality as only fair or poor are more pessimistic. Nearly half (46%) of teachers in fair or poor schools are pessimistic about educational changes five years from now — nearly twice the proportion of teachers in excellent schools (25%) (Table 8-11).

Even more distressing is the fact that teachers in inner-city, minority, and lower income schools are as optimistic as other teachers about the educational performance of their students five years from now, *but* teachers in schools they consider to be only fair or poor today are pessimistic at twice the rate (60%) as teachers in schools which are excellent today (Table 8-12).

OBSERVATION: Educators have long been aware of the "Pygmalion effect" in schools — the process through which students whose teachers expect them to learn do, and those not expected to learn do not. Teacher pessimism about students in poorly functioning schools is likely to result in the "Pygmalion effect" working negatively in schools which are currently serving their students poorly.

Table 8-11 *Educational Changes Will Be Better in Five Years*

QUESTION: **On the whole, are you optimistic or pessimistic that... Educational changes... will be better five years from now?**

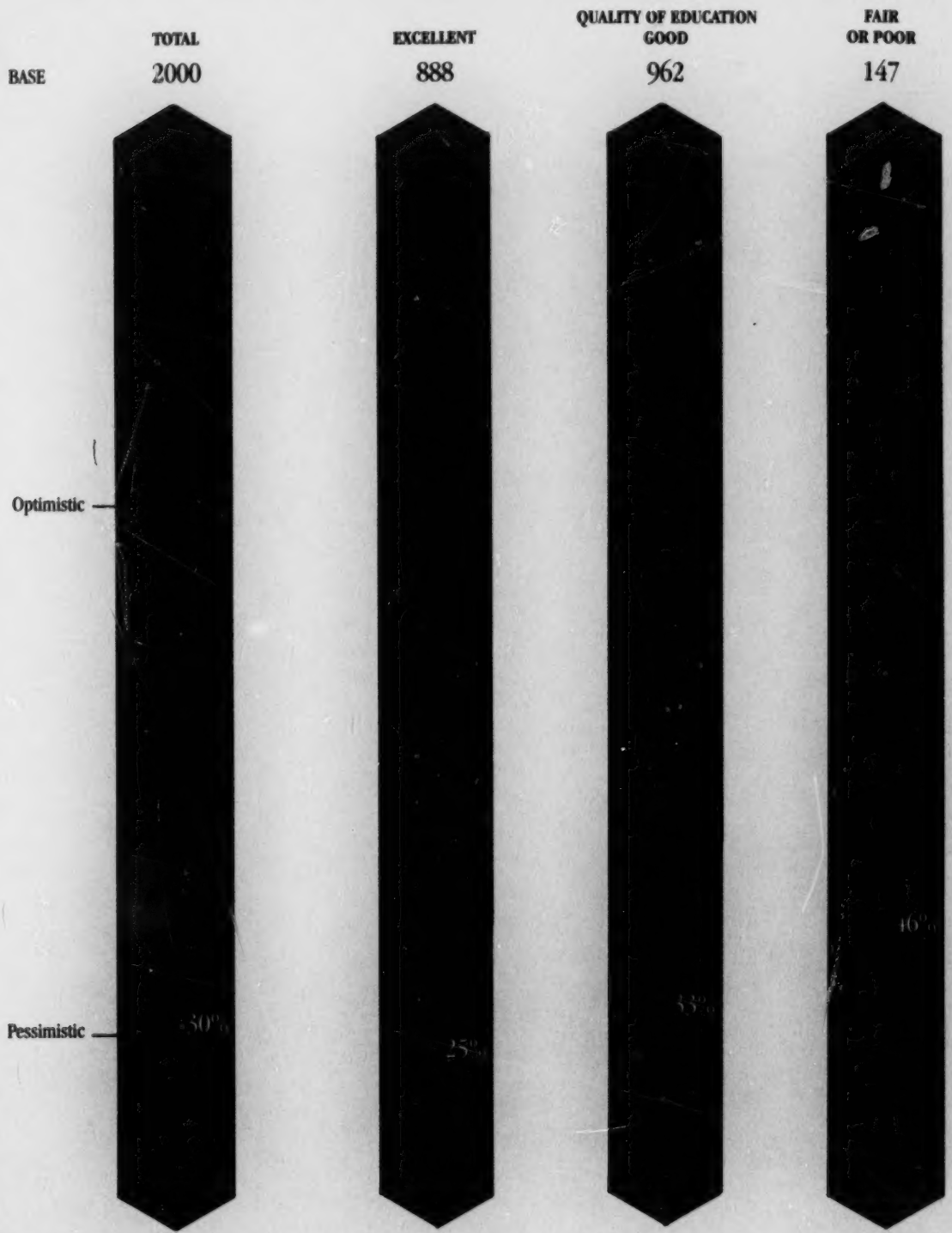
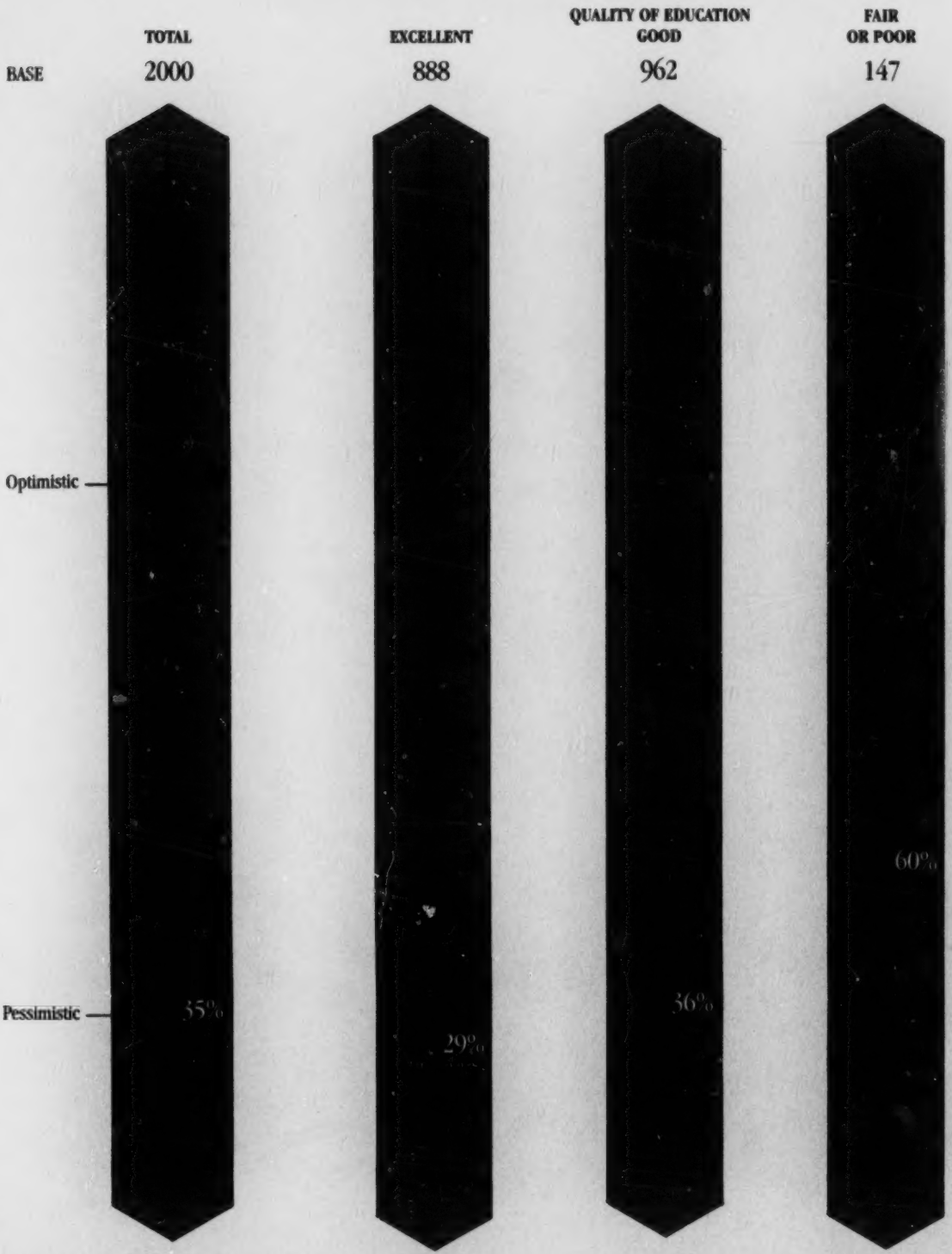


Table 8-12 *The Educational Performance of Students Will Be Better — Except in Schools Which Are Functioning Poorly Today*

QUESTION: **On the whole, are you optimistic or pessimistic that... The educational performance of students... will be better five years from now?**



CHAPTER 9: TEACHER SATISFACTION AND OPTIMISM ABOUT THE FUTURE

Teacher satisfaction has improved modestly since 1985, with 86% of teachers now saying they are very or somewhat satisfied, compared to 79% in 1985. Surprisingly, black teachers, the group most pleased with the impact of reforms, are the least satisfied with teaching as a career. They are, as discussed in Chapter 2, the group least willing to advise young people to pursue a career in teaching (Table 9-1).

Less surprising is the fact that teacher satisfaction and the quality of education in their school is related. Only 9% of teachers in excellent schools are somewhat or very dissatisfied with teaching as a career, compared to 38% of teachers in fair or poor schools. Fully 17% of teachers who say the quality of education in their schools is fair or poor say they are very dissatisfied with teaching as a career (compared with 2% in excellent schools) and only 23% say they are very satisfied (compared with 56% in excellent schools).

Teachers' improved evaluation of school reforms has not yet resulted in a discernible change in their plans for the next five years. As in 1985, about one-quarter of teachers say they are very or fairly likely to leave teaching in the next five years (Table 9-2). As reported in last year's Metropolitan Life survey, the major shift in teacher expectations about remaining in the profession is that higher proportions of newer teachers think they might leave within the next five years. In 1985, only 19% of teachers with less than 5 years experience expected to leave teaching within the next five years — today, 33% think they might (Table 9-3).

Also, as in last year's survey, black teachers are the likeliest to leave teaching in the next five years — with 43% likely to leave, including 26% who are very likely, compared with 26% of all teachers likely to leave — and only 13% of all teachers very likely to go into a different occupation (Table 9-2).

Teachers' evaluation of the quality of education in their school is profoundly associated with their expectations about leaving the profession. Fully half of teachers in only fair schools (50%) are very or fairly likely to leave teaching in the next five years compared with only 18% of teachers in excellent schools (Table 9-2).

OBSERVATION: This is yet another example of how teachers, like other working people, are affected by their ability to take pride in their work. Of all the categories of teachers measured in this study, it is teachers in excellent schools who have the highest proportion saying they are *not at all likely* to leave teaching in the next five years (57%). And no other category of teachers has as high a proportion saying they are *very likely* to leave in the next five years as teachers in fair or poor quality schools (28%). One lesson is: improve schools and more teachers will stay in the profession.

Table 9-1 *Teacher Satisfaction with Teaching as a Career*

QUESTION: **All in all, how satisfied would you say you are with teaching as a career -- very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

				QUALITY OF EDUCATION		
	1985	1989	BLACK TEACHERS	EXCELLENT	GOOD	FAIR OR POOR
BASE	1846	2000	119	888	962	147
Very satisfied	44%	44%	39%	56%	37%	23%
Somewhat satisfied	35%	42%	43%	36%	48%	38%
Somewhat dissatisfied	16%	11%	15%	7%	12%	21%
Very dissatisfied	5%	3%	3%	2%	3%	17%

Table 9-2 *Teachers' Expectations About Leaving Teaching*

QUESTION: **Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation -- very likely, fairly likely, not too likely, or not at all likely?**

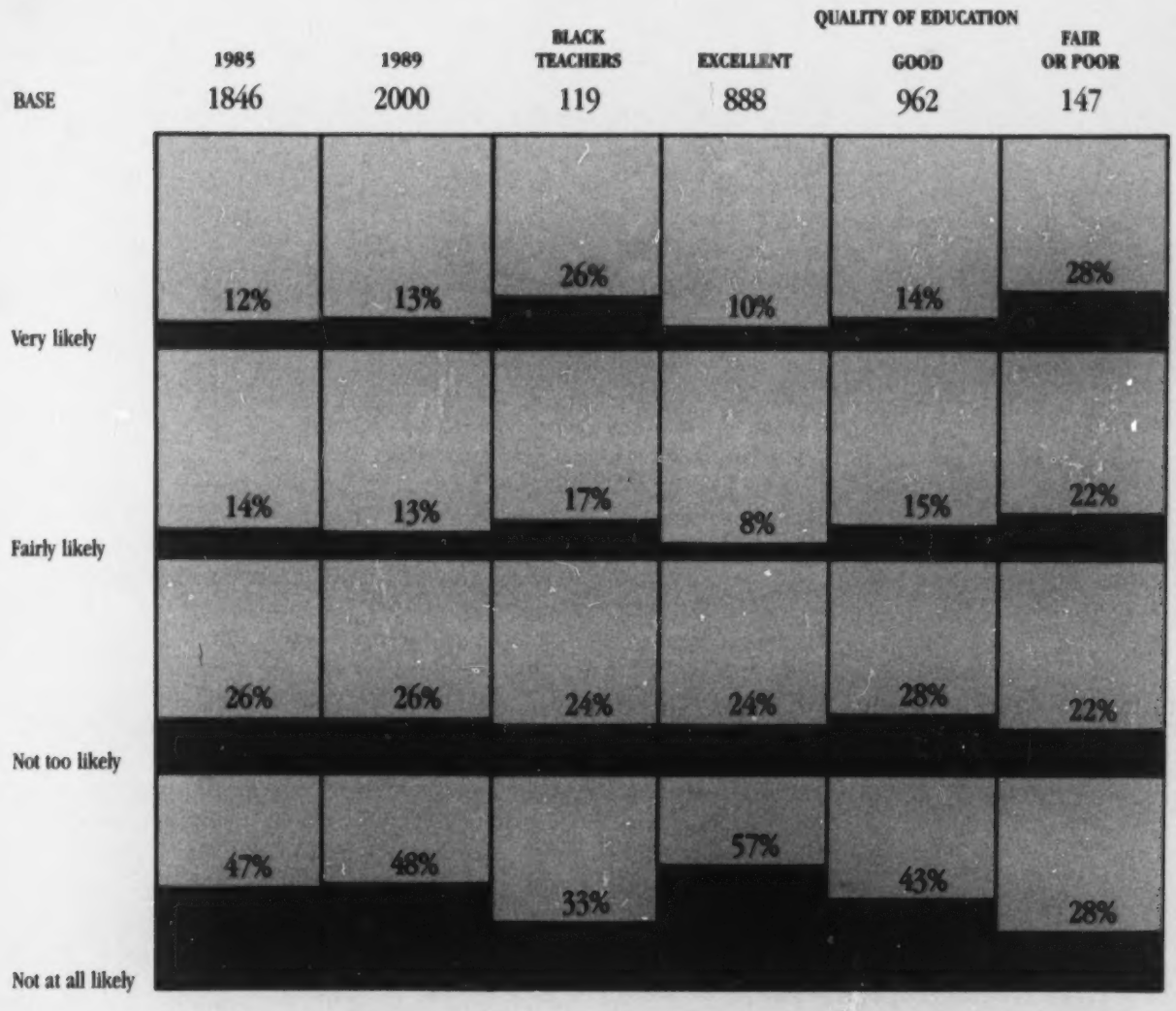
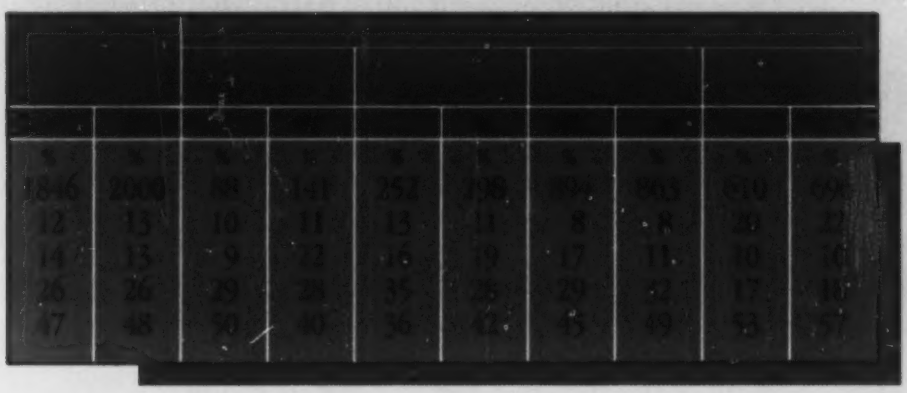


Table 9-3 *Teachers' Expectations About Leaving Teaching by Years of Teaching*

QUESTION: **Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation — very likely, fairly likely, not too likely, or not at all likely?**



BASE	%	%	%	%	%	%	%	%	%	%
Very likely	1846	2008	88	1141	252	198	894	803	610	694
Fairly likely	12	13	10	11	13	11	8	8	20	22
Not too likely	14	13	9	22	16	19	17	11	10	10
Not at all likely	26	26	29	28	35	28	29	32	17	11
	47	48	50	40	36	42	45	49	53	57

Teachers are Less Optimistic About Their Job Satisfaction Than About Anything Else

Overall, teachers are less optimistic that their job satisfaction will be better in five years than they are about the six other issues raised in this survey: the principal-teacher relationship, the professional status of teachers, working conditions for teachers, educational changes, the quality of teaching in their school, and the educational performance of students (Table 9-5). A still substantial 57% are optimistic about future job satisfaction, but 41% are not. The most optimistic group of teachers are those with less than five years experience, 69% of whom are optimistic. Somewhat surprisingly, teachers earning less money today — perhaps anticipating increases in their income — show more optimism about their future job satisfaction than teachers earning higher salaries. The least optimistic are teachers in poorer functioning schools, with only 43% optimistic and 57% pessimistic. They constitute the only group of teachers for which a majority are pessimistic about their future job satisfaction (Table 9-4).

Table 9-4 *Teachers Are Somewhat Optimistic About Their Job Satisfaction Five Years From Now*

QUESTION: **On the whole, are you optimistic or pessimistic that... The job satisfaction of teachers... will be better five years from now?**

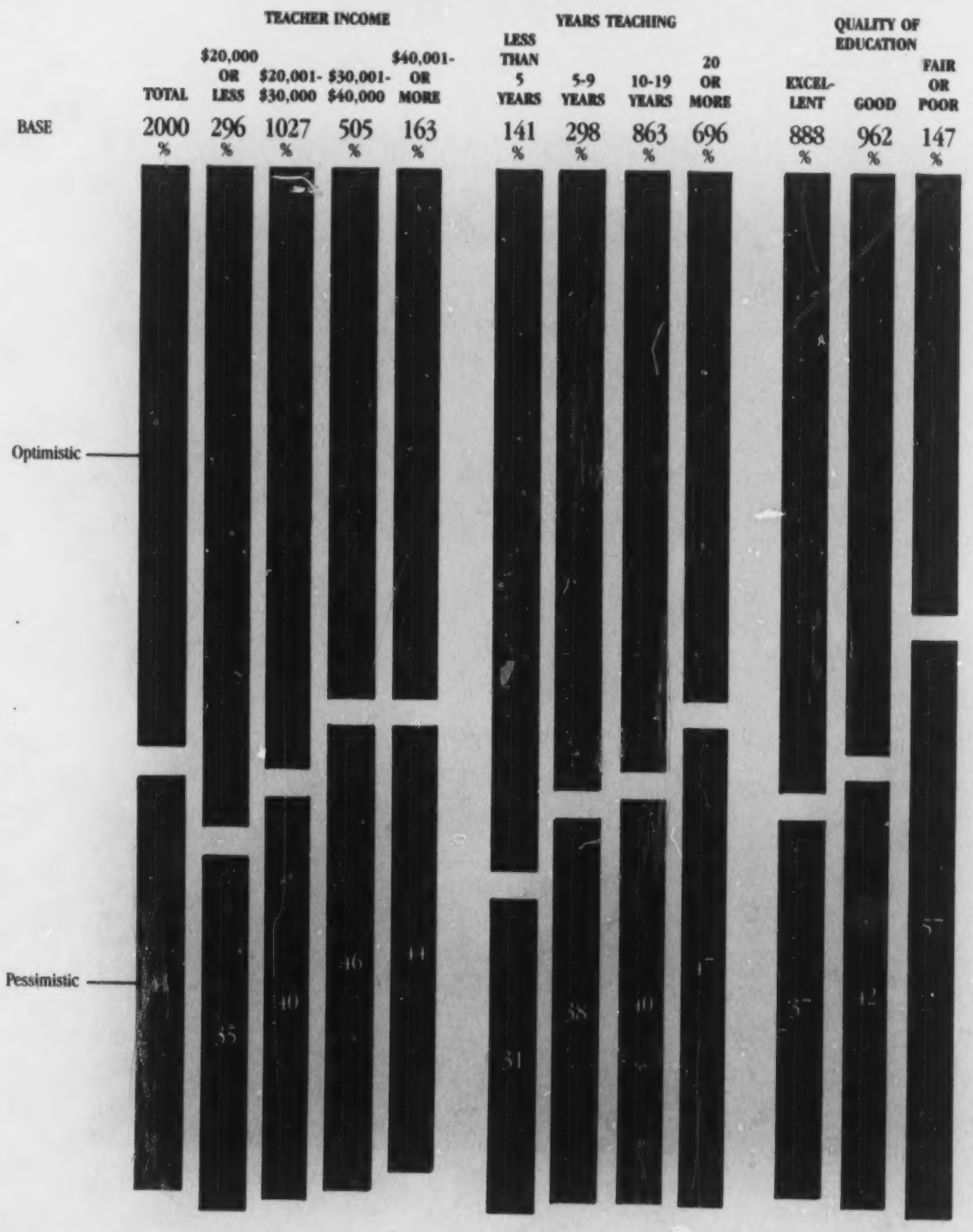
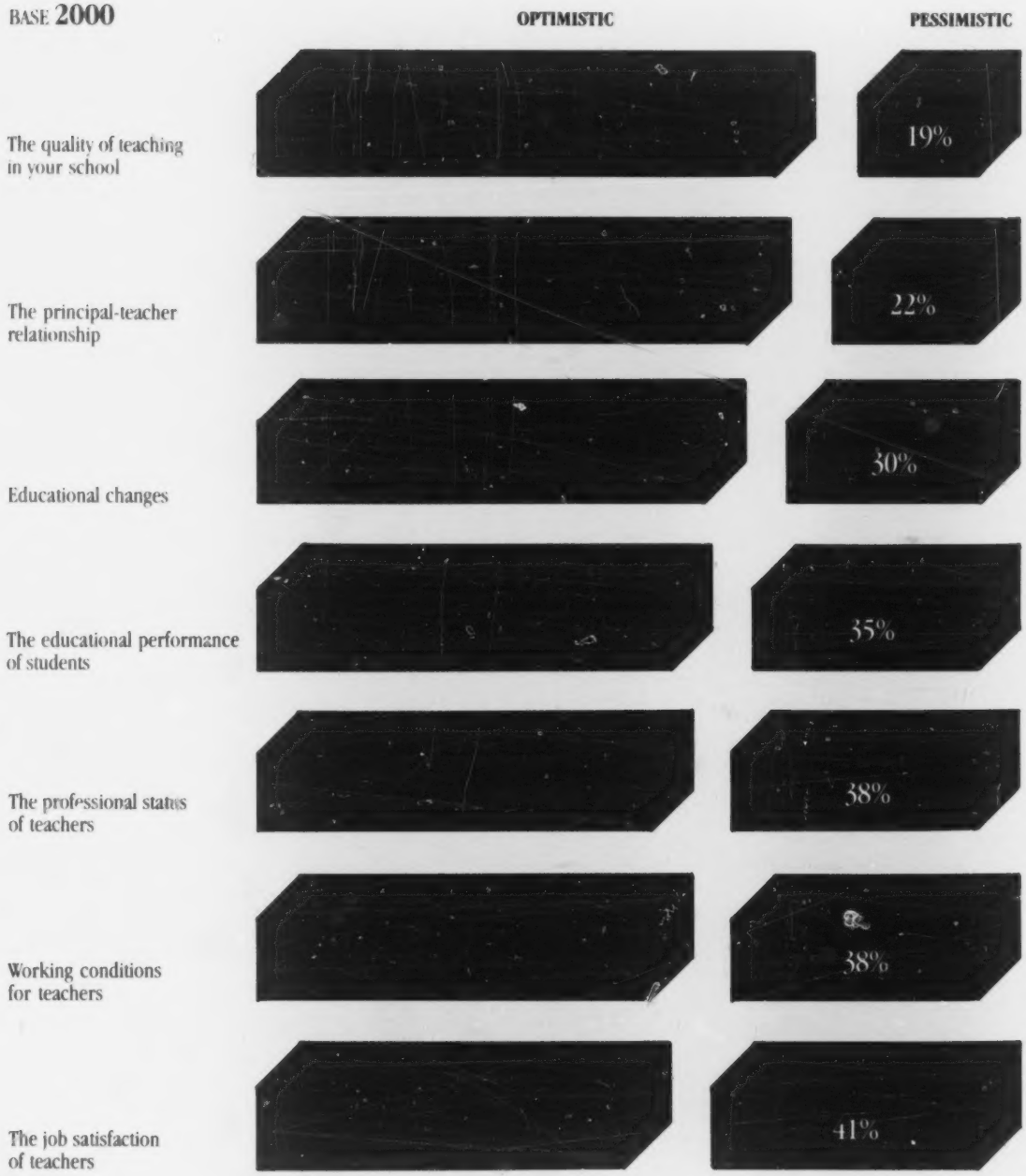


Table 9-5 *Teacher Optimism About Seven Broad Issues*

QUESTION: **On the whole, are you optimistic or pessimistic that the following will be better five years from now?**



THE TEACHERS' SAMPLE

The 1989 Metropolitan Life Survey of the American Teacher was conducted by Louis Harris and Associates for Metropolitan Life Insurance Company during May and June, 1989. A total of 2,000 telephone interviews were conducted with current public school teachers in kindergarten through grade 12 throughout all states of the U.S. and the District of Columbia. Table A-1 describes the demographic characteristics of the teachers.

Sample Selection of Teachers

Louis Harris and Associates drew a random sample of current teachers from a list of 1.2 million teachers compiled by Market Data Retrieval of Westport, Connecticut. Sample sizes for complete interviews were set for each state, based on statistics of public school teachers in each state published by the U.S. National Center for Education Statistics.

Interviewing Procedures for Teachers

Each selected teacher was contacted at his or her school by telephone, and requested to participate in the survey. The message included a toll-free number to allow a return call.

Before being asked to complete the actual interview, each teacher was screened to ensure that he or she currently teaches in an elementary or secondary level public school and teaches at least part-time in the classroom. Once the respondent passed the screen, an appointment was made to telephone at a convenient time and place to complete the interview.

Questionnaire Development

Prior to drafting the questionnaire, Louis Harris and Associates conducted 30 open-ended in-depth interviews with teachers around the country. The lessons learned during this testing process provided some guidance in developing the survey questionnaire, which can be found in Appendix B.

Many individuals contributed their comments to the survey questionnaire, and Louis Harris and Associates is extremely grateful for those contributions. However, final responsibility for the questionnaire rests with Louis Harris and Associates.

Processing the Data

All completed questionnaires were edited, coded, key-punched, and verified. The data were tabulated, checked for internal consistency, and processed by computer. The output of this process is a series of computer tables showing the results for each survey question, both by the total number of respondents interviewed and by important subgroups.

Sample Disposition and Completion Rates for Teachers

The sample disposition for this survey is shown in Table A-2. A total of 6,642 contacts at school were made to yield 2,000 completed interviews with teachers. The interview completion rate for teachers was 83%.

Weighting of the Teachers' Sample

The achieved sample of teachers was weighted to the latest, best available parameters for race and geographic region. This adjusts these key variables, where necessary, to their actual proportions in the population.

Table A-1
DISTRIBUTION OF THE SAMPLE OF TEACHERS

	UNWEIGHTED	WEIGHTED
BASE	2000	2000
	#	%
Sex		
Male	588	29
Female	1412	71
Experience in Teaching		
Less than 5 years	141	7
5-9 years	298	15
10-19 years	863	43
20 years or more	696	35
Type of School*		
Elementary	1048	52
Junior high/middle school	430	22
High school	443	22
Race		
White	1779	89
Black	119	6
Hispanic	66	3
Asian	6	**
School Location		
Inner city	197	10
Urban	222	11
Suburban	439	22
Small town	627	32
Rural	512	26

*Seventy-nine taught in both junior high and high school.
**Less than 0.5%.

Table A-2
DISPOSITION OF THE TEACHER SAMPLE

A. Completed interviews	2,000
B. Nonworking number, wrong number, no new number	118
C. No longer there, retired, deceased, on leave	642
D. No answer or busy (after four callbacks)	78
E. Refused interview	161
F. Noneligible respondent (screened out or quotaed out)	188
G. Never returned call after message left at school	3007
H. To call back (study completed before callback was needed)	51
I. Language barrier	0
J. Terminated within interview	1
K. Not available during duration of field period	192
L. Returned call but not needed by close of field period	204
TOTAL NUMBER OF CONTACTS	6642

$$\text{Interview Completion Rate} = \frac{A}{A + E + H + J + K} = \frac{2000}{2405} = 83\%$$

Sampling Error

The results achieved from national public cross sections are subject to sampling error. Sampling error is defined as the difference between the results obtained from the sample and those that would have been obtained had the entire population been surveyed. The size of sampling error varies both with the size of the sample and with the percentage giving a particular answer. The following table sets forth the range of error in samples of different sizes at different percentages of response:

Table A-3

RECOMMENDED ALLOWANCE FOR SAMPLING ERROR OF PROPORTIONS (PLUS OR MINUS)

Sampling Tolerances (at 95% Confidence Level) To Use in Evaluating Any Individual Percentage Result

APPROXIMATE SAMPLE SIZE OF ANY GROUP ASKED QUESTION ON WHICH SURVEY RESULT IS BASED	APPROXIMATE MAGNITUDE OF RESULTS				
	SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,250	2	2	3	3	3
1,000	2	2	3	3	3
500	3	4	4	4	4
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

For example, if the response for a sample size of 1,000 is 30%, in 95 cases out of 100 the response in the total population would be between 27% and 33%.

Note that survey results based on subgroups of small size can be subject to large sampling error.

The recommended allowances for sampling error were calculated based on a simple random sample.

Significance of Difference Between Proportions

The difference between the percentage responses given by two independent samples to the same questions may or may not be significant. To determine whether or not such a difference is indeed significant, the size of the samples involved and the percentage giving each response must be taken into account. The following table shows the margin of error that must be allowed for different sample sizes at different percentages of response:

Table A-4
SAMPLING ERROR OF DIFFERENCE BETWEEN PROPORTIONS

Sampling Tolerances (at 95% Confidence Level) To Use in Evaluating Differences Between Two Percentage Results

APPROXIMATE SAMPLE SIZE OF TWO GROUPS ASKED QUESTION ON WHICH SURVEY RESULTS ARE BASED	APPROXIMATE MAGNITUDE OF RESULTS: SURVEY PERCENTAGE RESULT AT 10% OR 90%	SURVEY PERCENTAGE RESULT AT 20% OR 80%	SURVEY PERCENTAGE RESULT AT 30% OR 70%	SURVEY PERCENTAGE RESULT AT 40% OR 60%	SURVEY PERCENTAGE RESULT AT 50%
1,250 vs. 1,250	2	3	4	4	4
1,000	2	3	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
300	4	5	6	6	6
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	4	6	6	6
300	4	6	7	7	7
200	6	7	8	8	8
100	7	9	10	11	11
50	9	12	13	14	15
300 vs. 300	5	6	7	8	8
200	5	7	8	9	9
100	7	9	10	11	11
50	9	12	14	15	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20

LOUIS HARRIS AND ASSOCIATES, INC.
630 Fifth Avenue
New York, New York 10111

FOR OFFICE USE ONLY:
Questionnaire No.: _____
5 - 6 - 7 - 8

Study No. 892014

May 2, 1989 **Sample Point No.:** | | |

1. **Do you teach in an elementary school, a junior high or middle school, or a high school?**

Elementary school (Grades K-5 or 6)	(29(52 -1
Junior high/middle school (Grades 6 or 7 – 8 or 9)	22 -2
High school (Grades 9-12 or 10-12)	22 -3
Both junior high and high school	4 -4

2. **Thinking about the public school in which you teach, how would you rate the quality of education in your school – excellent, good, only fair, or poor?**

Excellent	(30(44- 1
Pretty good	48- 2
Only fair	7- 3
Poor	*- 4
Not sure	*- 5

A. The Principal-Teacher Relationship

A1. **Here are some suggestions people have made about improving the role of principals. For each, please say whether you agree strongly, agree somewhat, disagree somewhat, or disagree strongly. (READ EACH ITEM)**

ROTATE – START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Principals should have greater control over the rules governing their school	(31(40- 1	40- 2	15- 3	5- 4	1- 5
( ) b. Ultimately, the principal should be held accountable for everything that happens to the children in his or her school	(32(20- 1	40- 2	27- 3	13- 4	*- 5
( ) c. Principals should teach at least some classes on a regular basis	(33(35- 1	31- 2	19- 3	15- 4	*- 5
( ) d. Every school should establish a leadership committee of principals, teachers, *and students* to set and enforce rules	(34(67- 1	26- 2	5- 3	2- 4	*- 5
( ) e. Principals ought to share decision making responsibility for budgetary matters with the superintendent and the school board	(35(63- 1	29- 2	5- 3	3- 4	1- 5
( ) f. Principals and teachers should share time together after the school day to formally plan staff development, curriculum, and management	(36(48- 1	34- 2	10- 3	7- 4	*- 5

B. Professional Status

B1. **I would like to read you some statements people have made about their jobs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly with the statement as it relates to your own job as a teacher in the public schools.**

READ EACH STATEMENT

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) 1. I would advise a young person to pursue a career in teaching	(37(20- 1	47- 2	22- 3	11- 4	1- 5
( ) 2. I love to teach	(38(81- 1	16- 2	1- 3	1- 4	*- 5
( ) 3. As a teacher, I feel respected in today's society	(39(10- 1	43- 2	29- 3	17- 4	—- 5
( ) 4. Most of my fellow teachers are dedicated to their work	(40(53- 1	40- 2	6- 3	1- 4	*- 5
( ) 5. My job allows me the opportunity to earn a decent salary	(41(9- 1	39- 2	25- 3	28- 4	—- 5
( ) 6. Ultimately, the teacher should be held accountable for the academic success or failure of the children in his or her class	(42(13- 1	48- 2	26- 3	12- 4	*- 5

B2. **Here are some things that might possibly help teachers do their job better. Compared with three years ago, is your school better or worse at [READ EACH ITEM]?**

ROTATE — START AT "X"	School Now Better	School Now Worse	No Change/ Do Not Have (Vol.)	Not Sure
( ) a. Having more structured and organized time to talk with colleagues about professional matters	(43(41- 1	39- 2	19- 3	1- 4
( ) b. Having teachers able to observe each other in the classroom and provide feedback to each other	(44(37- 1	33- 2	29- 3	1- 4
( ) c. Reducing the time teachers need to spend on administrative tasks	(45(23- 1	64- 2	11- 3	1- 4
( ) d. Providing a smaller class size	(46(42- 1	41- 2	15- 3	1- 4
( ) e. Having teachers work as "teams" rather than teaching all classes or subjects alone	(47(45- 1	25- 2	29- 3	2- 4

B3. **Some say that alternatives to traditional student teaching programs such as clinical training programs, professional development schools or professional practice schools could be the wave of the future in teacher training. I am going to read to you some ways these programs can be designed. For each, would you tell me if you think it would improve teacher training, or not? [READ EACH ITEM]**

ROTATE — START AT "X"	Yes, Improve	No, not Improve	Not Sure
( ) 1. Schools jointly operated by a university and a school district whose responsibility would be to train teachers	(48(77- 1	21- 2	1- 3
( ) 2. A full-time, year-round on-the-job training program that prospective teachers would participate in *prior* to graduation	(49(86- 1	13- 2	1- 3
( ) 3. A full-time, year-round program, that teachers would participate in *after* graduation, but prior to certification	(50(72- 1	26- 2	2- 3

C. Working Conditions

C1. **Do you think overall government funding for education in your school is sufficient, or not?**

Yes, sufficient ..... (51(22- 1
No, not sufficient 77- 2
Not sure 1- 3

C2. **If there was no increase in funding, would you prefer to see *fewer* special government-mandated programs with more money available for general education purposes, *OR more* special government-mandated programs and *less* money available for general education?**

Fewer mandated-programs, more money to general ..... (52(90- 1
OR
More mandated programs, less money to general education 8- 2
Neither/Same as now (vol.) 1- 3
Not sure 1- 4

C3. **In the future, which *two* of the following services would you most like to see have added funding in *your* school? [READ FULL LIST BEFORE ACCEPTING ANSWER]**

ROTATE — START AT "X"	Check TWO
( ) 1. Social workers and family services	(53(40- 1
( ) 2. Remedial programs	(54(32- 1
( ) 3. Health services	(55(7- 1
( ) 4. Arts programs	(56(17- 1
( ) 5. Job training	(57(23- 1
( ) 6. Guidance counselors	(58(31- 1
( ) 7. Sports programs	(59(4- 1
( ) 8. Special education	(60(15- 1
( ) 9. Gifted and talented programs	(61(30- 1
( ) 10. Not sure	(62(*- 1

C4. **Now I am going to read some things that people have said are problems with public schools. After I read each one, please tell me if you think that problem is very serious, somewhat serious, not very serious, or not at all serious at your school? [READ EACH ITEM]**

ROTATE — START AT "X"	Very Serious	Somewhat Serious	Not Very Serious	Not at All Serious	Not Appli-cable	Not Sure
( ) a. Overcrowded classes	(63(18- 1	33- 2	29- 3	20- 4	*- 5	*- 6
( ) b. Student absenteeism	(64(19- 1	34- 2	30- 3	16- 4	*- 5	*- 6
( ) c. The number of students who lack basic skills	(65(22- 1	49- 2	24- 3	5- 4	*- 5	*- 6
( ) d. The number of children who are left on their own after school	(66(33- 1	43- 2	17- 3	5- 4	1- 5	1- 6
IF TEACHER IN JUNIOR HIGH/MIDDLE SCHOOL OR HIGH SCHOOL:						
( ) e. The number of dropouts	(67(22- 1	31- 2	29- 3	15- 4	2- 5	1- 6
( ) f. The number of teenage pregnancies	(68(23- 1	38- 2	26- 3	12- 4	*- 5	1- 6
( ) g. The amount of drinking by students	(69(37- 1	44- 2	13- 3	5- 4	*- 5	1- 6
( ) h. The number of students using drugs	(70(18- 1	52- 2	25- 3	4- 4	—- 5	1- 6
( ) i. The number of teenage suicides	(71(7- 1	20- 2	39- 3	33- 4	1- 5	1- 6

C5. **Which *one* of the following changes in your school's community would have the most beneficial effect on education in your school? [READ LIST – SINGLE RECORD]**

Better job opportunities	(72(33-	1
Less drug and alcohol abuse	29-	2
Better health care	4-	3
Less crime	4-	4
More after school activities	29-	5
Not sure	2-	6

D. Educational Reform

D1. **Now some questions about *career ladder* programs. These programs divide teaching into different jobs and then provide different ranks and different salaries according to the level of responsibility. Does your school have a career ladder program or not?**

Yes, has	(73(24	-1	(ASK Q.D2)
No, doesn't have	75	-2	(SKIP TO Q.D4)
Not sure	1	-3	(SKIP TO Q.D4)

D2. **Here are some statements regarding career ladder programs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly. [READ EACH ITEM]**

ROTATE – START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Career ladder programs improve teachers' chances for professional growth and development	(74(23- 1	42- 2	15- 3	19- 4	*- 5
( ) b. The methods used to select teachers for career ladder programs are unfair and nonobjective	(75(18- 1	30- 2	30- 3	21- 4	1- 5
( ) c. Teachers have a real say in the development and operation of career ladder programs	(76(11- 1	22- 2	22- 3	44- 4	1- 5
( ) d. Career ladder programs create artificial and unfortunate distinctions among teachers	(77(23- 1	42- 2	15- 3	19- 4	*- 5

D3. **Overall, do you personally favor or oppose career ladder programs?**

Favor . . . . . 2*(10(55- 1
Oppose 41- 2
Depends (vol.) 2- 3
Not sure 2- 4

78-80Z

ASK EVERYONE

D4. **Now some questions about merit pay systems. These systems select a certain number of teachers as meritorious and then pay them a greater amount of money with no change in their duties. Does your school use merit pay systems, or not?**

Yes, uses . . . . . (11(5 -1 (ASK Q.D5)

No, doesn't use . . . . . 94 -2 } (SKIP TO Q.D7)
Not sure . . . . . 1 -3 }

D5. **Here are some statements regarding merit pay systems. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly. [READ EACH ITEM]**

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Merit pay systems provide valuable incentives for teachers to improve their performance	(12(23- 1	32- 2	20- 3	25- 4	—- 5
( ) b. Merit pay systems create artificial and unfortunate distinctions among teachers	(13(42- 1	25- 2	16- 3	17- 4	—- 5
( ) c. Merit pay systems recognize and reward outstanding quality teachers	(14(21- 1	34- 2	19- 3	26- 4	—- 5
( ) d. The means that are used to select the teachers for merit pay tend to be unfair and nonobjective	(15(27- 1	28- 2	30- 3	15- 4	1- 5

D6. **Overall, do you personally favor or oppose merit pay systems?**

Favor . . . . . (16(41- 1
Oppose 59- 2
Depends (vol.) . . . . . —- 3
Not sure . . . . . —- 4

INTERVIEWER: **IF RESPONDENT ASKS WHICH MERIT PAY SYSTEM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE MOST FAMILIAR WITH."**

ASK EVERYONE

D7. **Now some questions about mentor teacher programs. These programs designate certain teachers to perform special one-on-one professional coaching for other teachers. Does your school have a mentor teacher program or not?**

Yes, has . . . . . (17(34 -1 (ASK Q.D8)

No, doesn't have . . . . . 65 -2 } (SKIP TO Q.D10)
Not sure . . . . . * -3 }

D8. **Here are some statements regarding mentor teacher programs. For each, please tell me if you agree strongly, agree somewhat, disagree somewhat, or disagree strongly. [READ EACH ITEM]**

ROTATE — START AT "X"	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Sure
( ) a. Mentor teacher programs help to improve the teaching skills of new teachers	(18(51- 1	38- 2	7- 3	4- 4	*- 5
( ) b. Mentor teacher programs create artificial and unfortunate distinctions among teachers	(19(7- 1	19- 2	35- 3	38- 4	1- 5
( ) c. Mentor teacher programs are a good way to continue coaching for all teachers no matter how experienced they are	(20(36- 1	44- 2	12- 3	8- 4	1- 5
( ) d. Becoming a mentor teacher is too much of a short-term position instead of a permanent career advancement	(21(17- 1	33- 2	33- 3	14- 4	3- 5

D9. **Overall, do you personally favor or oppose mentor teacher programs?**

Favor . . . . . (22(86- 1
Oppose 12- 2
Depends (vol.) 2- 3
Not sure 1- 4

INTERVIEWER: **IF RESPONDENT ASKS WHICH MENTOR TEACHER PROGRAM IN PARTICULAR WE ARE REFERRING TO, PROMPT WITH "THE ONES YOU ARE MOST FAMILIAR WITH."**

ASK EVERYONE

D10. **I will now mention some reforms that might be adopted in the future to attract and retain good people in teaching. For each please tell me whether you think that reform would help a lot, help a little, or would not help at all to attract and retain good teachers.**

ROTATE — START AT "X"	Help a Lot	Help a Little	Would Not Help at All	Not Sure
( ) a. Allowing school districts to hire talented *administrators* from fields other than education	(23(26- 1	40- 2	34- 3	1- 4
( ) b. Allowing school districts to hire talented *people to teach* who are not certified teachers	(24(14- 1	44- 2	41- 3	1- 4
( ) c. Requiring *periodic retesting* of teachers in their subject matter	(25(17- 1	45- 2	38- 3	*- 4
( ) d. Making it easier for incompetent *administrators* to be removed	(26(73- 1	23- 2	3- 3	*- 4
( ) e. Making it easier for incompetent *teachers* to be removed	(27(73- 1	22- 2	4- 3	*- 4

D11. **As the problems of at-risk students mount, some say that in the future integrated, collaborative health, education and social services in schools will be the key to helping these students. Please tell me if you agree or disagree with each of the following statements about integrated services in schools.**

ROTATE — START AT "X"	Agree	Disagree	Not Sure
( ) 1. Bureaucracies are such that you could never get them to work together	(28(37- 1	62- 2	1- 3
( ) 2. Schools shouldn't have this responsibility. They should focus on academics and not social services	(29(28- 1	71- 2	1- 3
( ) 3. At-risk students aren't comfortable with seeking these services on school grounds	(30(44- 1	54- 2	3- 3
( ) 4. This would be a smart way of keeping at-risk students from slipping through the cracks	(31(84- 1	15- 2	1- 3
( ) 5. Schools should mobilize these resources so that they can refer their students to them, but should not be expected to provide for all social/human needs	(32(90- 1	9- 2	*- 3

D12. **Here are some more suggestions that might possibly improve education in the future. For each tell me whether you think it would help a lot, help some, not help much, or not help at all to improve education? [READ EACH ITEM[**

ROTATE — START AT "X"	Help A Lot	Help Some	Not Help Much	Not Help At All	Not Sure
( ) a. Allowing parents and students to choose the school the students want to attend	(33(15- 1	38- 2	24- 3	22- 4	1- 5
( ) b. Establishing magnet or regional schools with specialized curricula	(34(32- 1	52- 2	10- 3	5- 4	1- 5
( ) c. Developing different approaches to education outside the traditional school	(35(40- 1	51- 2	6- 3	2- 4	1- 5
( ) d. Increasing the number of students who study such things as computer literacy and foreign languages	(36(36- 1	50- 2	10- 3	3- 4	*- 5
( ) e. Restructuring classes on the basis of proficiency instead of age	(37(39- 1	42- 2	12- 3	7- 4	*- 5

D13. **Here are some programs that might help students make the transition to work. For each, tell me whether you think it would help a lot, help some, not help much, or not help at all in students' transition to work? [READ EACH ITEM]**

ROTATE — START AT "X"	Help A Lot	Help Some	Not Help Much	Not Help At All	Not Sure
( ) a. Providing more direct links to job training and jobs	(38(72- 1	26- 2	2- 3	*- 4	*- 5
( ) b. Creating programs in which students can go to school part of the day and work at a job part of the day	(39(53- 1	40- 2	5- 3	2- 4	*- 5
( ) c. Bringing working people into schools to discuss their careers with students	(40(64- 1	34- 2	2- 3	*- 4	—- 5
( ) d. Requiring community service as part of the high school curriculum	(41(40- 1	48- 2	9- 3	2- 4	*- 5

D14. **During the past several years, there have been many proposals for educational reform such as the ones I have been asking about. Has your state enacted any educational reforms?**

Yes, enacted ..... (42(75 -1 (ASK Q.D15)

No, not enacted ..... 21 -2 } (SKIP TO Q.E1)
Not sure ..... 5-3 }

D15. **Have any of these reforms actually been implemented yet in the school in which you teach?**

Yes, implemented ..... (43(79 -1 (ASK Q.D16)

No, not implemented ..... 19 -2 } (SKIP TO Q.E1)
Not sure ..... 1 -3 }

D16. **On the whole, would you say the education reforms in your school have had a positive effect, negative effect, or not much effect on *students?***

Positive effect	(44(53-	1
Negative effect	6-	2
Not much effect	40-	3
Not applicable (vol.)	*-	4
Not sure	1-	5

D17. **Would you say the educational reforms in your school have had a positive effect, negative effect, or not much effect on *teachers?***

Positive effect	(45(43-	1	(ASK Q.D18)
Negative effect	29-	2	(ASK Q.D18)
Not much effect	27-	3	(SKIP TO Q.E1)
Not applicable (vol.)	*-	4	(SKIP TO Q.E1)
Not sure	1-	5	(SKIP TO Q.E1)

D18. **Which one reform has had *the most positive effect?* [DO NOT READ LIST]**

D19. **Which one reform has had *the most negative effect?* [DO NOT READ LIST]**

	Q.D18 Most Positive		Q.D19 Most Negative	
Career ladders	(46(2	-1	(47(9-	1
Mentor teachers	6	-2	1-	2
Merit pay	1	-3	2-	3
Work study	2	-4	—-	4
Magnet schools	1	-5	*-	5
Parents choosing schools	*	-6	—-	6
Hiring non-educators as teachers	*	-7	*-	7
Smaller class size	11		XXXXXX	
Increased salaries	3		XXXXXX	
At-risk programs	4		XXXXXX	
Budget cuts	XXXXXX		3	
Paperwork	XXXXXX		5	
Excessive student testing	XXXXXX		5	
Teacher testing	XXXXXX		5	
Other (SPECIFY)				
		-8	XXXXXX	
	XXXXXX			-8
None (vol.)		-9		-9
Not sure		-0		-0

E. Job Satisfaction

ASK EVERYONE

E1. **Within the next five years, how likely is it that you will leave the teaching profession to go into some different occupation – very likely, fairly likely, not too likely, or not at all likely?**

Very likely	(48(13-	1
Fairly likely	13-	2
Not too likely	26-	3
Not at all likely	48-	4
Not sure	*-	5

E2. **All in all, how satisfied would you say you are with teaching as a career – very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?**

Very satisfied	(49(44-	1
Somewhat satisfied	42-	2
Somewhat dissatisfied	11-	3
Very dissatisfied	3-	4
Not sure	*-	5

E3. **On the whole, are you optimistic or pessimistic that [READ EACH ITEM] will be better five years from now?**

ROTATE – START AT "X"	Optimistic	Pessimistic	Not Sure
( ) 1. The principal-teacher relationship	(50(76- 1	22- 2	2- 3
( ) 2. The professional status of teachers	(51(61- 1	38- 2	*- 3
( ) 3. Working conditions for teachers	(52(61- 1	38- 2	*- 3
( ) 4. Educational changes	(53(69- 1	30- 2	1- 3
( ) 5. The job satisfaction of teachers	(54(57- 1	41- 2	1- 3
( ) 6. The quality of teaching in your school	(55(80- 1	19- 2	1- 3
( ) 7. The educational performance of students	(56(64- 1	35- 2	1- 3

F. Factuals

1. All together, for how many *years* have you worked as a teacher?

|_|_| years Not sure ..... (59(-1
(57-58)

Mean 16.2
Median 15

2. Is the area where your school is located considered inner city, urban, suburban, small town, or rural?

Inner city ..... (60(10- 1
Urban 11- 2
Suburban 22- 3
Small town 32- 4
Rural 26- 5
Not sure ..... *- 6

3. How many students in your school come from families whose income is below the average of the community – all of them, many of them, some of them, only a few, or none?

All of them ..... (61(2- 1
Many 38- 2
Some 39- 3
A few 20- 4
None 1- 5
Not sure 1- 6

4. How many students in your school are from minority families – all of them, many of them, some of them, only a few, or none?

All of them ..... (62(3- 1
Many 21- 2
Some 24- 3
A few 44- 4
None 8- 5
Not sure ..... —- 6

5. Are you a member of a teachers' union, or not?

Yes, a member ..... (63(73- 1
No, not a member 26- 2
Not sure ..... *- 3

6. Do you consider yourself of Hispanic origin or descent, or not?

Yes, Hispanic ..... (64(3- 1
No, not Hispanic 96- 2
Not sure ..... *- 3

7. **Do you consider yourself White, Black, Asian, or what?**

White	(65(	91- 1
Black		6- 2
Asian		*- 3
Other		1- 4
Not sure		*- 5
Refused		1- 6

8. **Which of the following income categories best describes the 1988 income you derived from *teaching*, before taxes. Was it (READ LIST)?**

$15,000 or less	(66(	2- 1
$15,001 to $20,000		13- 2
$20,001 to $25,000		27- 3
$25,001 to $30,000		24- 4
$30,001 to $35,000		17- 5
$35,001 to $40,000		8- 6
$40,001 to $50,000		8- 7
$50,001 or over		1- 8
Not sure		*- 9
Refused		*- 0

That completes the interview. Thank you very much for your cooperation!

Time Ended: _____ (____ **A.M.**
(____ **P.M.**

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